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AUTHOR Hole, Wanda Clements; Holt, Cynthia
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ABSTRACT

The Phoenix Public Library's Special Needs Center (SNC) has provided service to disabled patrons and professionals who serve the disabled community for over 10 years. Determined to stay abreast of changing needs, the SNC initiated a needs assessment project which included staff, professionals, and patrons. The purposes of the needs assessment were to: (1) assist with long range planning; (2) identify patron and professional needs; (3) document needs that can be used in preparing grant proposals; and (4) identify additional arenas in which the SNC may be of service. The data were gathered through the use of staff, patron, and professional surveys. Data indicated patrons most often used special needs services/resources for personal enjoyment while professionals used services for their jobs, to assist clients, and for professional development. Among patrons, highest use of services occurred in the Large Print Books by Mail Program, using staff to help locate references, and use of assistive technology to read materials. Highest areas of use among professionals were related to braille production, checking out regular print books in the Center, word processing in the computer workplace, and using Center reference materials. Based on a review of the literature and analysis of the needs assessment data, an "Information Access Planning Guide" was developed to assist in planning. The survey instruments used in the study are appended. (Contains 25 references.) (JLB)

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ADULT LIBRARY PATRONS WITH DISABILITIES:

AN ASSESSMENT OF INFORMATION ACCESS NEEDS

Special Needs Center
Phoenix Public Library
12 E. McDowell Road
Phoenix, Arizona 85004

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ADULT LIBRARY PATRONS WITH DISABILITIES:

AN ASSESSMENT OF INFORMATION ACCESS NEEDS

Special Needs Center
Phoenix Public Library

Wanda Clements Hole, Ph.D

Cynthia Holt, MLS
Supervisor, Special Needs Center

May, 1994

Abstract

The Phoenix Public Library's Special Needs Center (SNC) has provided services to disabled patrons and professionals who serve the disabled community for over ten years. During that time the array of assistive technology and services increased as information access needs changed. Determined to stay abreast of changing needs, the Center initiated a needs assessment project which included SNC staff, patrons and professionals. The purposes of the needs assessment were to: (1) assist with long range planning; (2) identify patron and professional needs; (3) document needs which can be used in preparing grant proposals and (4) identify additional arenas in which the SNC may be of service.

Staff were asked for ideas to improve and expand services, resources and facilities, and suggestions for doing their jobs better. Patron and Professional Surveys solicited information about use of Center services, specific needs with respect to assistive technology and training, and how the Special Needs Center might be improved. Data analysis of questionnaires were based on six (100%) staff returns, forty one (38%) patron returns, and 24 (65%) professional returns.

Four "themes" emerged from the staff responses: (1) **training** including both staff and patron training; (2) **library wide**-what the entire library could do to address patrons' special needs; (3) **assistive technology** (both hardware and software), and (4) **materials** available in different formats as well as materials related to specific educational needs like tutorials.

Data indicated patrons most often used Special Needs services/resources for personal enjoyment while professionals used services for their jobs, to assist clients and for professional development. Among patrons, highest use of services occurred in Large Print Books by Mail program, using staff to help locate references in other parts of the library, and use assistive technology to read materials from other sections of the library. Highest areas of use among professions were related to braille production, checking out regular print books available in the SNC, doing word processing in computer workplace and using Center reference materials.

To access library information, patrons needed accommodations for all disabilities except mental disability. Clients whom the professionals serve need accommodations for all disabilities including mental disability. The highest percent of both patrons and professionals' clients needed accommodations for visual impairment/blindness.

All items available for check out were of interest to patrons and professionals. Video tapes were selected most often by both patrons and professionals. Patrons next choices were descriptive narrated videos and books on audio cassette, whereas professionals selected braille books and magazines, books on audio cassette, information converted from print to braille and

print/braille books for children. Through out the survey braille held high interest. A braille production service would meet the needs of braille respondents and professionals.

Thirty percent of the patron respondents and 25% of the professionals could access library services via computer and modem. All services accessed were of interest. Of highest interest were ValleyCat (the electronic catalog) and the Electronic Encyclopedia. In terms of operating a computer, a wide range of adaptations was needed. The specific accommodation(s) depended on the disability with the majority needing a audio screen reading program.

Highest training interest, among both patrons and professionals, was how to use ValleyCat and the Electronic Encyclopedia.

Center staff, assistive technology and accommodations for the patrons' special needs received high ratings by patrons. Staff, technology, materials, software and training were what patrons liked best about the Center. Among professionals the most highly rated items were staff and assistive technology. What they liked best was staff, technology, resources, materials and training. Workspace, privacy and parking received lower ratings.

Patrons and professionals wanted the SNC to continue being a model in serving individuals with disabilities and made suggestions for improving services. To be on the cutting edge of information access, the Center needs to expand its books and materials collection, provide the most up to date equipment and technology, expand the training and add more staff.

Demographics revealed the majority of patrons and professionals served by the Center are females, and Caucasians with accommodations for blindness or visual impairment being the highest need for accessing library resources. Transportation was the number one problem for patrons who stopped coming to the Center.

Specific recommendations included: Outreach services to minority communities and those who cannot come to the Center; net working with other professionals and libraries to expand information access through out the state; expanding book and materials collections, particularly the large print and braille collections; upgrade braille production; include regular print books (for the home bound who do not need large print) in the Books By Mail Program; expand training opportunities; expand the Computer Workplace to provide adequate workspace and privacy, and improve parking.

Based on items contained in the review of literature and analysis of the needs assessment data, an **Information Access Planning Guide** was developed to assist The Special Needs Center with long range planning.

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Special appreciation is expressed to the Phoenix Public Library Special Needs Center staff whose enthusiastic support made this project possible. True to their commitment of providing quality services for library users with disabilities, the staff fully supported the initiation of the needs assessment project and had no qualms about making the services and resources of the Center open to review. The time and care which each staff member dedicated to completing the staff questionnaires was evident in the amount of invaluable information which resulted. For the hours they spent assisting with the development of the patron and professional questionnaires, preparing the patron questionnaires in alternative formats (regular print, large print and braille), mailing the questionnaires and proof reading the documents, thank you. Most of all, thanks Cindi, Bobbie, Cay, Doris, Jim and Joe for your expertise, positive attitudes and dedication to making information access a reality for individuals with special needs.

Wanda Clements Hole

I. Introduction

You want to read the latest best seller but are blind and the book is not available in braille or through Talking Books. How could you read the book? Where would you get educational toys with specialized switches for a child who has a physical disability? Your ninety year old grandmother loves to read, however she can no longer see regular print and her health prevents her from going to the library. How can she get library books? What about the person who wants to learn sign language via computer, or the individual who needs to do word processing but can not use a computer keyboard due to arthritic hands, where do they go? For individuals who have these special needs and live in the metropolitan Phoenix area, the Special Needs Center at the Phoenix Public Library provides solutions to these and many other information access problems.

What makes this Center unique is its long time commitment to patrons with disabilities. Commitment is one ingredient in the CURE (Commitment, Understanding, Resources and Education) Prescription which enables users of the SNC to access the library's information and resources (Hole & Holt, 1992) . This commitment is demonstrated through both the services and the Center's desire to meet changing needs of patrons with disabilities. The desire to keep in touch with changing needs led to the initiation of a needs assessment which included Center staff, patrons and professionals who serve the disabled community. A needs assessment was crucial at this time since the library will be moving to a new facility in 1995.

Needs Assessment Purpose: The purposes of the needs assessment were to: (1) assist with long range planning; (2) identify patron and professional needs; (3) document needs which can be used in preparing grant proposals and (4) identify additional arenas in which the Special Needs Center may be of service.

The Setting: The Phoenix Public Library's Special Needs Center (SNC) has been a leader in providing information access to people with disabilities for over 10 years. Dalton (1993) in discussing the Phoenix Public Library as an exemplary program for those with disabilities, suggested the term "access center" describes the Center better than "special needs". Established in 1983, the Special Needs Center's mission is to make the services and resources of the Phoenix Public Library accessible for people with disabilities. Resources and services include: a Xerox Kurzweil Personal Reader which enables individuals who are blind to read library print materials as well as personal print information; Apple and IBM computers with print enlargement programs, audio screen reading programs, and enhanced keyboards. As Kneedler and Sizemore (1993) point out, the computer speech synthesis plus the library's on-line catalog equals a talking catalog which enables blind patrons to access the library's holdings. CCTV print enlargers, computer print enlargers and a copy machine which enlarges print helps visually impaired patrons

access regular print. A TDD, closed and open captioned TV and staff members who know sign language are available to patrons who are deaf. Sign language tutorials are available for use on computers in the Center's computer workplace. Wheelchair study carrels and modified computer keyboards provide access for patrons with physical disabilities. In addition to technology, the Center has books and materials collections related to a variety of disabilities and disability issues. The Toybrary enables parents of children with disabilities to check out specialized toys. A large print books by mail program serves the needs of home bound patrons and the Center also does brailling for patrons, governmental agencies, voluntary associations, and businesses.

Training on the assistive technology is provided by the Center to patrons as well as to professions serving the disabled community. Although most of the training is on a one to one basis, group training is occasionally offered.

Data on user use of the Center from July 1, 1992 to June 30, 1993 indicated the computers were used for a total of 3,435 hours. One hundred sixty four requests were made for braille production and 14,293 pages of braille were produced. Large print books by mail had a circulation of 7,201; videotapes a circulation of 627, and the Toybrary a circulation of 283. Six hundred twenty nine TDD calls came in and 1,752 went out. Eighty three tours of the Center were conducted with 612 people served. Community visits, programs presented to other agencies by SNC staff and information distributed at various conferences reached over 5,000 people. Three volunteers contributed 620 hours of service to the Special Needs Center.

Definition of Terms: Terms which have specific meanings in the context of this study are defined below.
Home bound are defined as those patrons of the Center who are unable to come to the Center due to some type of disability. These individuals are primarily participants in the Large Print Books by Mail program.
Patrons are individuals who use the services and resources of the Special Needs Center.
Professionals are staff from a variety of agencies which provide services to persons with disabilities.

Limitations of the survey: The needs assessment was limited to patrons and professionals whose names appeared on the SNC's mailing list. No attempt was made to survey all professionals who work with the disabled community or to survey "walk in" consumers of the SNC's resources.

Organization of the report: Part II presents the review of literature, part III describes methodology and the design of the needs assessment while part IV discusses data analysis of staff, patron and professional questionnaires. Part V provides the summary, conclusions and recommendations.

II. Review of Literature

The review of literature is divided into two sections. The first deals with library planning, general needs of individuals with disabilities and surveys and needs assessments. The second section focuses on specific information access needs of individuals with various types of disabilities.

A. Library Planning, General Needs, Surveys and Needs Assessments

Library Planning: Long range planning in the library setting incorporates the process of identifying needs which sets the stage for planning. Gillespie and Hayden (1985) in describing a study of New York Public Library's needs indicated the process played a beneficial role by challenging middle management, strengthening communications and fostering priorities. According to Quinn and Rogers (1991) the Free Library of Philadelphia used a multifaceted approach in developing its five year plan. The process included community and staff meetings, task forces, professional user surveys, and consultants. In its final form the five year plan used photographs of "witnesses", including professionals, the handicapped, parents, students, business people, educators and the illiterate who testified to the importance of the library.

Focusing on community needs and lifestyles is another aspect of planning. Davis (1993) discussed the value, to library planning, of community lifestyles analysis and described the methodology used to identify cities related to different lifestyles. Six lifestyle clusters included: I. "Good Life" -- cultural, artistic, career, community and civic activities; II. "High-Tech" -- electronics, personal computers, T.V. viewing; III. Sports & Leisure; IV. "Out Door"; V. "Domestic"--an inward turning and home oriented interest; and VI. "Low income areas". In Davis' analysis, Phoenix came under Cluster III, sports and leisure. Earlier, Mates (1991:3) emphasized the importance of understanding the community plus the needs of individuals with disabilities. She suggested one way to determine long range need was to "look at the present user group; it is quickly aging," and further stated that most acquired disabilities come with age.

Population aging is a fact of life and should be considered in long range library services planning. Wright & Davie (1990:112) drew on demographic data from Pifer & Bronte (1986) in presenting the following effects of large increases in the over 65 age group.

> 1. What is considered "old" is being redefined. . . It now means 75 and older.
> 2. Women live an average of seven years longer than men and often live alone on their own retirement income for a number of years.

> 3. Health-care concerns have become a critical concern for the very old in our society. The number of persons with health problems and physical disabilities (visual, auditory and orthopedic) will increase tremendously over the next decades.

Recognizing the growing need for services to older patrons, Wright and Davie (1989) suggested using Turock's (1987) inventory of services offered by public libraries for older adults. The inventory included extension programs like bookmobile, books by mail, home bound services including large print and talking books, programs inside and outside the library (clubs, lectures, discussion groups), and special services such as information and referral, oral history, local history, genealogy, bibliotherapy, and lifelong learning.

Continuing the focus of planning to meet elderly needs, Ip (1993) researched library services to older Pennsylvanians and found, among other things, that most responding libraries had appointed staff to services for older persons, however only 4.6% had documented policy statements concerning library services for the elderly. Only 27.69% had initialed programs exclusively for older people, but over 90% provided facilities and equipment specifically for this population. Of Ip's eight recommendations at the conclusion of the research, four emphasized the need for more outreach, liaison with community groups and active recruitment of older users.

In recent years information needs of special populations, including the elderly and the disabled, have received increased attention. Dowlin (1993:23) emphasized San Francisco Public Library's commitment to making services available to people with special information needs and stated:

> In the New Main there will be centers for patrons with special needs including the Center for the Deaf and Hearing Impaired and the Center for the Blind and Visually Impaired as well as the Program for Learning Differences.

As indicated in the literature, the long range planning process incorporates several dimensions. Planning which meets the information needs of patrons who have disabilities is also multidimensional, and understanding "general needs" of individuals with disabilities can assist the planning process.

General needs of individuals with disabilities: While each individual has needs unique to his or her particular situation, the literature contained references to "general" or "universal" needs. Karp (1991) in writing about library services for individuals with disabilities discussed the universal needs of people who have various types of disabilities. A summary of that work follows:

Universal needs of individuals with learning disabilities included: need for directional assistance like orientation to the building, specific areas and staff, elimination of architectural barriers; need for reading assistance and elimination of distraction; need for information about learning disabilities and materials that aid development of motor skills; need for alternative forms of information; need for immediate feedback, to experience success and feel in control of tasks.

Universal needs of individuals who are mentally retarded included special and vocational education, need for reader or technological services, need to overcome stereotypical treatment, multi media and high interest/low vocabulary materials, information/referral services, repetition of instructions, demonstrations rather than descriptions.

Print-handicapped individuals need information about print handicaps, information and referral service, assistive devices, alternative formats for print materials, readers and segregated reading areas, elimination of architectural barriers and bibliotherapeutic materials.

Universal needs of individuals who are deaf or hearing impaired included communication assistance, employment assistance, information regarding independent living skills, need to combat misinformation about deafness, need for information provided through advocacy, need to identify deafness early, literacy training, Special Education, interpreters, TDD relay services.

"Universal needs" may also be discussed in the context of "barriers" with the goal to eliminate or minimizing the barriers. Lazzaro (1993) discussed barriers which inhibit access for individuals who are disabled. For those who are blind/visually impaired barriers included inaccessible printed text, personal and business correspondence, identification of money, management of finances, television programming especially periods of silence, and finally just getting from place to place. Significant barriers for persons who are deaf or hearing impaired were related to communications including telephones, public gatherings, television programming, inability to detect various sounds in the environment. Motor and/or speech impairment barriers include physical accessibility, telephones, architectural barriers, communication barriers.

Understanding universal needs and barriers provides a base for enhancing information access. However, more is needed. Since this study was designed to assess the needs of patrons with disabilities a review of literature related to surveys of library patrons with disabilities and/or special needs was conducted.

Surveys and instruments: Williams and Craven (1992:3) compiled a bibliography of library and information center user survey instruments from 1970 to 1990. The authors stated this was a "listing of research reports that contain a complete, or near complete, reproduction of the survey instruments used to study the use and users of libraries and information centers." Although there were few sources related specifically to library users with disabilities, this provided an opportunity to review various survey instruments. McChesney (1990) reported on a survey to determine what services and materials Ohio public libraries provide for patrons with special needs--physical, mental or learning disability. The findings indicated libraries used a variety of methods to assess needs, plan programs and disseminate information on their programs/services for persons with disabilities. Among those resources used were community organizations or advisory groups, contributions of staff, volunteers, friends, and relatives as well as patrons with disabilities. Some used more formal techniques such as questionnaires, surveys and personal interviews. Also contributions from professionals such as doctors and social service personnel. McChesney indicated surprise that so few libraries referred to the literature as a source of information for planning purposes.

Among the services identified by McChesney were distribution of application forms for the regional library of the National Library Service for the Blind and Physically Handicapped by 82% of the responding Ohio public libraries; 29 libraries had staff who sign or fingerspell and 13 sponsored signing classes. Only six libraries held signed programs, such as story hours for children or adults. Eighteen libraries employed personnel trained to operate TDD/TTYS. Twenty six percent or 57 libraries had employee responsible for coordinating services for persons with disabilities. Forty three percent provided referral to community agencies serving the disabled. Materials in alternative formats and materials about disabilities were available in most libraries with the largest number being large print books. Films without words, computer software intended for use of disabled people and directories of products and services also were available. Specialized equipment was less evident. TDD/TTYS were owned by 12 libraries, 11 had a TV close caption decoder while 6 had at least one telephone amplified. None had induction loops in meeting rooms to provide amplified sound through headsets. Physical provisions included appropriate signs (contact, large letters, etc) ground level building entrance, easily opened doors, level thresholds, sloping ramps, parking designated for disable persons, curb cuts or level walks, wheelchair accessible restrooms, and tables designed for wheelchair access.

For those libraries interested in compliance with the Americans with Disabilities Act (ADA) regulations, Crispen (1993) presented a **Self-Evaluation Survey for Public Libraries** which was developed by the State Library of Florida. The survey includes

general regulations related to Title I (employment) and Title II (public entities) as well as sections on communicating and interacting with consumers with disabilities and accessibility guidelines.

Altman's (1993) survey developed for the Phoenix Public Library System was most relevant for this project even though it did not address the specific needs of patrons with disabilities. The survey was designed to determine, among other things, reasons people came to the library, how individuals rated various services, frequency of visitations, and characteristics of users. Interviews were conducted at the branch libraries as well as at the Central library. Findings related to the Central library were of particular interest since that is where the Special Needs Center is located. The most frequently mentioned reasons for coming to the Central library were (1) get help finding information or materials, (2) used library resources for job, (3) read magazines or newspapers, (4) used library for school or course, and (5) used copier. All except one service or facility was rated good or excellent by over 60% of the users. All the services pleased most people but some were viewed less favorably than others. The less favorable were furnishings, length of check out lines, and length of wait for references. Parking was the area of least satisfaction. People who used the library came often with 83% coming at least once a month. More women than men visited the library. All age and educational levels were represented, and among the adults the majority (73%) were white, followed by hispanic, African American, Native American, and Asian. Most of the users were working with the next highest category being retired.

Information Access Needs

What individuals with disabilities need to access information depends on the nature of the disability. Much of the literature related to information access and disabilities presented an array of technology, devices and materials which meet the access needs of specific disabilities. Brown (1989), Velleman (1990), Mates (1991), Roatch (1992), Lazzaro (1993) and McNulty and Survino (1993) discussed adaptations which enhance information access for individuals with disabilities such as hearing impairments, physical or motor impairments and visual impairments. A summary of these adaptations follows.

Hearing impairments and deafness: Specific technology included TTY/TDDs Text electronic phone communications, braille Text telephones, fax machines, computer assisted access modems that can communicate with Text Telephones as well as with computers, computer aided transcription, computerized sign language training, electronic bulletin boards and local area networks, voice activated computer (allows person to speak while the person who is hearing impaired reads what appears on the screen), captioning systems, electronic amplification systems, assistive listening devices. Other computer adaptations include

visual cuing of audio prompts, conventional or "smart" word processing systems, on-line spell checking and thesaurus programs, and method to review and correct faulty sentence structure. Information access may be further enhanced by having library staff who know sign language and recreational reading collections related to deafness, signed books, captioned films, educational films about deafness and closed captioned TV.

Physical or motor disabilities: Adapted keyboards, keyboard keyguards, keyboard modification software, sticky keys and key modifier software, interface card and software for membrane keyboard, alternative input systems (such as voice activation), adapted switches and scanning keyboards, morse code systems, joy stick, mouse entry, switches, touch screens, communicator boards, networks, electronic mail, bulletin boards, and compact disks. Adaptations to enhance typing include software programs to stop the automatic key repeat function, desensitize the keyboard, latch down keys that need to be held down in combination with other keys, and replacing selections made with a mouse or other pointing devices with selections from the keyboard. Additional assets include real time spell check and thesaurus which monitors words as they are typed and smart word processors that make word choices available as material is being typed. Computer programs are also available which assist individuals with speech or language impairments to develop or redevelop articulation or speech skills.

Visual impairments and blindness: For the visually impaired correct lighting, not too dark or bright, and lighting which does not create glare is critical. Computer technology assisting the visually impaired includes magnification adaptations such as magnification lenses in front of standard displays, larger characters on standard displays, larger characters and more readable fonts for print out put and large print keyboards. Other important aids are closed circuit Television (CCTV), CCTVs with motorized viewing tables for users with motor impairments, large print materials, split screen enlargement devices with access to hard copy as well as computer display enlargement, microfiche readers which allow for enlargement, reading stands, reading and writing guides. Adaptations for the blind include computer screen display accessible in auditory mode via speech synthesizers and screen reading software, on-line card catalog access, electronic encyclopedia, talking dictionary, descriptive video, NLS talking books players, optical character recognition systems and hand held scanners. Braille access includes braille key tops, refreshable (paperless) braille displays, braille translation software, hardware braille translator, braille embosser with capability to do graphics and maps, NLS holdings in Braille MARC automated format available on computer as well as American Printing House for the Blind on-line catalog APH CAR1. Additionally, McNulty described Project Gutenberg which, by April 1992, offered free access to approximately 50 electronic texts of

"e" texts required for conversion to braille. The goal of project Gutenberg, available on the Internet, is to make available 10,000 books in ASCII format by the year 2000. This will greatly enhance information access for blind library users. McNulty and Survino also pointed out that some of the adaptations for the blind, such as talking books and synthesized speech for computers, may benefit individuals with learning disabilities. However, he cautioned that Graphic User Interface in computers such as MAC does not help some individuals with learning disabilities involving spacial orientation.

Discussions of information access needs of individuals with learning and mental disabilities also appeared in the literature.

Learning Disabilities: Brown (1989) discussed adaptations for learning disabilities in terms of visual processing deficits, audio process deficits and tactile and kinesthetic deficits. Visual processing deficit adaptations include smart word processors, real time spell checkers, screen reading systems and speech synthesizers creates a writing environment that is multisensory rather than visually based. Auditory processing deficit adaptations like computer assisted instruction makes use of the visual orientation of the computer display. Tactile and kinesthetic deficits adaptations make use of the computer keyboard to produce text. He recommends a clearly structured word processing system, "real time" spelling checker, screen reading system, method for review and correction of faulty sentence structure, methods for modifying size and color of display, alternative methods for issuing word processing commands. Velleman (1990) concurred that computer technology can assist individuals with learning disabilities. Specifically, individuals with reading problems can be helped by voice out put of the material while writing problems can be addressed by using word processing programs to check spelling as well as grammar.

Mental Disabilities: While the literature related to information access for individuals with mental disabilities was less prevalent Velleman (1990) again stressed the importance of computer technology in which practice drills may be repeated as often as needed and student progress tracked. Touch boards enable the user to bring out sounds , musical tones, change colors or point to pictures of basic needs which can them be met.

Rather than categorizing adaptive computer technology according to specific disabilities, Jones (1993) focused on "input, processing and output" of computer data as areas where users may have needs or preferences not met by standard technology. His recommendations for each of these areas are summarized.

Inputing data. Adaptations include mice, joysticks, single switch arrays, voice activation, infrared keyboard control, ultrasonic keyboard control, lasers, key guards, touch screens, optical character recognition, abbreviation expansion and microsoftware which can store phrases, paragraphs to use later.

Abbreviation expansion provides a list of words starting with the letter typed. Modems play an important role in accessing bulletin boards.

Processing: Spell checkers, grammar checkers, and thesaurus.

Output: Output capability enhances the way work done by the computer is utilized. For those who can not use standard monitors or printers, data that goes to computer monitor for display can be enlarged, converted to braille or translated in spoken form.

Since much of the literature concerning information access for individuals with disabilities described technological adaptations, it is not surprising that the literature also emphasized the necessity of training. Brown (1989) discussed the importance of technological training for students with disabilities and presented the following suggestions for organizing training: (1) determine extent of the disability, (2) provide physical environment conducive to learning, and (3) make sure the student has hands on practice early in the training and has a successful learning experience during the first phase of training. Related to providing an environment conducive to training, McNulty and Survino (1993) suggested that workstations designed for blind, visually impaired and learning disabled library users be stand alone unites having net work access to an on-line catalog. They further recommended that training focus on use of the technology, how to access on-line catalogs using speech, and training in library skills. Mates (1991) in her discussion of patron training emphasized the importance of providing instructions in alternative formats such as regular print, large print and braille.

Materials collections specificly related to the needs of disabled users was also an integral part of the literature. Velleman (1990), as well as many of the authors previously cited, recommended a core collection contain the following items: directories of services and agencies serving persons with special needs/disabilities, information on independent living, technology, barrier free design, recreation, travel, sex education, rehabilitation, metal disabilities, learning disabilities, blindness and visual impairments, deafness and hearing impairments, mobility impairments, deaf blind, employment, career planning, educational services, resources for families of the disabled. In addition to books Velleman suggested periodicals, newsletters, and audio visual materials be part of the core collection.

Special programming received the attention of Wright and Davie (1990) who described a number of public service programs libraries offer to persons with disabilities. Programs included story telling, puppet-theater, skills instruction, reference and information services, information on accessibility of public facilities, legal information, information on specific disabling conditions, access to local history, archival and genealogical information, interlibrary loans and network systems, books by mail programs and use of volunteers to serve home bound patrons.

Summary: The first section of the literature review contained an overview of library planning, general needs of persons with disabilities and survey and needs assessment instruments and studies. The second section dealt with information access needs of individuals who are deaf or hearing impaired, physically disabled, learning disabled, blind or visually impaired, mentally disabled, and described assistive technology which enhances access. It also discussed training, materials collections and special services for library users with disabilities.

Information derived from the literature review provided the basis for designing the needs assessment for the Special Needs Center.

III. Methodology

Purpose of Surveys: The Staff Survey was designed to gather information concerning future directions, expansion and improvement of the Special Needs Center. The purposes of Patron and Professional Surveys were to solicit information about patron and professional use of the Special Needs Center services, identify specific needs with respect to assistive technology and training, and determine how the Special Needs Center might be improved.

Population: The first population consisted of the six staff members of the Special Needs Center. The second population was composed of patrons who use the services and resources of the Center and whose names appeared on the Center's mailing list. Professionals who serve individuals with disabilities and their families made up the third population. These professionals represent numerous organizations and institutions including itinerant teachers working with school districts, rehabilitation counselors with the state rehabilitation services, staff from the Valley Center of the Deaf, members of the Arizona Council for Hearing Impaired and the Phoenix Mayor's Commission on Disability Issues. Professionals whose names appeared on the Center's mailing list constituted the population for the survey. This mailing list is developed as professionals requested services and/or made visits to the Center. It should be noted that the Center's mailing lists provided identification of users for the purpose of this needs assessment. Other groups of people use the Center, but these groups were not readily identifiable.

Questionnaires: The first Staff Questionnaire (Appendix A) contained four open ended questions directed toward (1) improving existing services and resources over the next five years; (2) addition of new resources and services; (3) improving resources and services for patrons who are blind/visually impaired, deaf/hearing impaired, or who have physical disabilities, learning disabilities, or multiple disabilities; (4) description of the "ideal facility" and (5) suggestions for "doing my job better". In responding to these items the staff were instructed to "think big" and not be limited by financial constraints.

The second questionnaire contained a listing of all staff responses to the first questionnaire (Appendix B). Staff were asked to number items in order of priority, with number 1 being highest priority, 2 second most important, etc., until all items had been prioritized. Items concerning the "ideal facility" were not included in the second questionnaire.

The Patron Questionnaire (Appendix C) was designed after reviewing literature and conducting brain storming sessions with the Special Needs Center Staff. Format and content in several areas (such as items related to level of satisfaction with staff and services, the satisfaction rating scale, and demographic

items) were based on the Phoenix Public Library Customer Service Survey (Altman, 1993). Although this survey was not specially designed for the Special Needs Center, some items were applicable and allowed comparisons to be made between that survey of the larger library population and this survey of the Special Needs Center population.

Questionnaire items were related to services used, accommodations needed to use library resources, format in which patrons prefer to read materials, accommodations needed to use a computer, types of training patrons desired, and the level of satisfaction with services and staff. Two open ended questions asked patrons to identify what they liked best about the Center, and ways in which the Center might be improved. A section dealing with demographics was included in order to better understand patron characteristics.

Questionnaires were provided in regular print, large print and braille. In developing this questionnaire special care was taken to encourage responses to open ended questions by braille users. Prior experience with patron questionnaire development indicated braille users responded less frequently to open ended questions than did users of regular or large print (Hole & Holt, 1993). For this reason patrons were given the opportunity to call in their responses and braille users were encouraged to respond in braille to open ended questions if they so desired.

In addition to questionnaires designated as regular print, large print or braille, the home bound group consisted of participants in the Large Print Books by Mail program.

The initial questionnaire was reviewed by a Center patron, Center staff, and other library personnel. Suggestions and recommended changes were incorporated into the final questionnaire.

The professional questionnaire (Appendix D) was developed in the same manner as the patron questionnaire with items related to services used, accommodations which the professionals' clients needed to use library resources, format in which clients preferred to read materials, accommodations clients needed to use a computer, types of training professionals and their clients desired, and the level of satisfaction with services and staff. Three open ended questions asked professionals to identify what they liked best about the Center, how the Center could serve their professional needs and ways in which the Center might be improved. Demographic data were also gathered.

Data Collection: Data related to the study's purposes were obtained through two questionnaires distributed to the Center staff and questionnaires mailed to patrons and professionals. Patron mailing lists were divided according preference for print material formats including regular print, large print and braille. Another mailing list was composed of home bound patrons. The professional mailing list was used for the third phase of the study.

Cover letters (Appendix A) and questionnaires were distributed to staff on August 25th and all were returned on or before the deadline of September 4th. Responses to each question except the "ideal facility" were itemized (with identical or similar items being combined into one item) and returned to staff for priority ranking (Appendix B).

Cover letters (Appendix C and D) explaining the purpose of the questionnaire, questionnaires and stamped, addressed return envelopes were mailed to 118 patrons and 37 professionals during the first week of October, 1993. Of the 118 mailings, seven went to patrons preferring regular print, 40 to those preferring large print, 41 in braille and 30 to home bound patrons. Patrons were asked to return completed questionnaires or to call in responses to the Special Needs Center by October 27, 1993. Special Needs Staff was available to record call in responses. Professionals were asked to mail back returns by the same date. After the deadline date follow up contacts yielded two additional patron responses and three professional responses.

Method of data analysis: Data from the second Staff Questionnaires were analyzed by computing mean scores for each item and determining priority rankings. The lower the mean score, the higher the priority ranking. For example the lowest mean score in each question was the first priority item.

Survey data from Patron and Professional Questionnaires were tabulated and analyzed using number and percent of responses to items yielding numerical data. Verbatim responses to open ended questions were recorded and then summarized. Where appropriate comparisons were made between data from this survey and the Customer Service Survey of the entire library.

IV. Data Analysis

Return Rates: All six staff (100%) returned both questionnaires and all staff gave priority rankings to items in questions 1, 2, and 3a. Five staff (83%) prioritized items in the remaining questions.

One hundred eighteen surveys were mailed to patrons of the Special Needs Center. Eight surveys were undeliverable due to unknown addresses, and one patron returned a survey with no responses. This reduced the number of useable surveys mailed to 109 (92% of the original mailing). Of this number 41 were returned for a return rate of 38% (Table 1). Given the option of mailing back questionnaires or calling in responses, five patrons called in. Four calls came from patrons receiving the braille questionnaires (one patrons who is blind and deaf used the TDD) and one from a home bound patron.

Table 1
Patron Questionnaire
Return Rate*

QUESTIONNAIRES	NUMBER	PERCENT
Mailed	118	100.00%
Returned Undeliverable**	8	7.00%
Returned Unusable***	1	0.80%
Total Usable	109	92.00%
Useable Returns	41	38.00%

*Return rate includes both mail & phone responses
**1 Regular Print (R), 2 Braille (B), 5 Large Print (LP)
***1 Braille (B)

A break down of returns by format revealed 2 of the 6 Regular Print (R) questionnaires were returned. As Table 2 indicates, this was 33% of the Regular Print surveys or five percent of the total surveys returned. The Large Print (LP) format yielded a return of nine out of 35 surveys with a 26% LP return rate or 22% of the total returned. Thirteen of the 38 Braille (B) surveys were returned; 34% of the Braille surveys or 32% of the total returned. The highest return rate came from the Home Bound (HB) with 17 out of 30 responding for a response rate of 57% of the HB surveys or 41% of the total returns. These format return rates are important to keep in mind as the analyses of data are read.

Table 2
Return Rate By Format
Total Returns=41

FORMAT	USEABLE MAILED	RETURNS	% OF FORMAT	% OF TOTAL RETURNS
Regular Print	6	2	33%	5%
Large Print	35	9	26%	22%
Braille	38	13	34%	32%
Home Bound	30	17	57%	41%

Thirty seven surveys were mailed to professionals who serve individuals with disabilities. Table 3 shows that 24 questionnaires were returned for a return rate of 65%.

Table 3
Professional Questionnaire
Return Rate

Questionnaires Sent	Number Returned	Percent Returned
37	24	65%

Staff Data Analysis

Appendix B shows staff responses to all items in Questionnaire 1. Tables which present priority ratings of items except question four are presented in this section. Staff were not asked to rate responses to question four which asked for a description of the "ideal facility". Among those responses were more space in the computer workplace, quite enclosure for braille printer, dividers between each computer for private letter typing and easier training for patrons, reading area just for SNC. Flashing light on telephone, LT out front, toys fairly secure in low traffic area, adjoining accessible restrooms, periodicals at far end of Center to cut down on noise and organized "runs" for wires.

The first questionnaire asked for additional comments/suggestions concerning future growth of the Special Needs Center. Those comments are listed below:

We need better display shelves for items on back shelf of windows. Patron's don't know what's there; maybe like a store display of glass shelves or out in front; rotate with books (on desk) to show display. We have special cassette, braille equipment, wheelchair exercise rope, etc.

Comfortable chairs that would be used by patrons.

I'd like to see us grow and be involved in more outreach programs.

Connected with Toybrary: special computer software programs for learning skills as well as playing games with whatever adaptations required.

Flashing fire alarms everywhere in library.

Flashing light for ringing phone in workroom and ASN area.

Accessibility; doorways, restroom door, stalls, sinks, passageway between tables, bookshelves height-telephones, light switches, some tables.

More toys.

More videos and cassettes re: disabilities.

Questionnaire 2 consisted of priority ranking of items from questionnaire 1. Table 4 displays the mean scores and priority ranking for items listed under question 1, "What would you do to improve the existing services of the Special Needs Center over the Next five Years?" The item which received the lowest mean score, and therefore the highest priority rating, was "more video tapes on sign language" followed by "educational videos on disabilities". Item 3, "more time for in service training. . ." also had a mean score in the 8 range. Two items, both related to adding more computers and equipment, tied for the number 9 rating while the item with the lowest priority was "several more ergonomic chairs"

Table 4
Mean Scores and Priority Ranking
Re: Improving Existing Services And Resources
Over The Next Five Years
Items N=28 Reposes N=6

Mean Score	Priority Ranking
8.00	1. More video tapes on sign language.
8.67	2. Educational videos on disabilities. More informational tapes on babies and children with disabilities.
8.83	3. More time for in service training to learn and stay current with more software, equipment and resources
9.00	4. More L. P. Books and more than one copy of the best sellers.
9.16	5. More DVS Videos.
9.17	6. Periodic awareness training for whole library staff.
9.50	7. Voice recognition software.
10.33	8. Expand the Large Print by Mail Program to all home bound persons regardless of vision. Books would be sent to fully sighted persons postage paid with a postal meter sticker for return postage.
12.00	9. More computers and equipment.

12.00	9. Replace the typewriter at the desk with an IBM compatible computer with voice synthesizer and printer; this computer would be used to make appointments for the equipment, track statistics, check out toys, etc. plus give us a computer we can use while working at the desk.
12.27	10. More toys.
12.67	11. Finger spelling sign language skill building software for IBM.
13.16	12. Adaptive computer keyboards expanded keyboards for those who need more room; miniature keyboards for those who need or mush have less space .
14.00	13. Repair or replace the TeleBraille equipment.
14.60	14. More staff.
15.00	15. More about learning braille and techniques to help someone become proficient in braille.
15.67	16. Braille labels everywhere
15.83	17. One hand typing programs.
16.33	18. Single finger programs.
16.50	19. Portable touch boards on computers key guards .
17.16	20. More V-Techs that could be circulated.
17.50	21. An enclosure for the printers and hard-copy braille output device to reduce the noise of printing and brailling.
18.00	22. Identical keyboards on all IBM compatible computers.
18.50	23. Computer/portable devices that provide speech and written output.
19.67	24. Fax in work room
20.33	25. Add a voice synthesizer to the 286 computer.
22.16	26. Listening devices to be checked out by hearing impaired patrons. This includes hearing aids.
22.83	27. Several more ergonomic chairs.

Priority ranking and mean scores of items related to question two, "What services and resources would you add?", are shown in Table 5. The item receiving the lowest mean score and consequently the highest priority was "more formalized materials such as tutorials to help users with equipment and software". The second was "expansion of sign language materials". The needs of individuals who are home bound were addressed by the third priority which was "expand the books by mail program to include regular print for the home bound". Latest model wheelchairs received the highest mean score and ranked 15th.

Table 5
Mean Scores and Priority Ranking
Re: Addition of New Services and Resources
Items N=15 Reposes N=6

Mean Scores	Priority Ranking
3.67	1. More formalized materials such as tutorials to help users with equipment and software.
4.67	2. Expansion of sigh language materials.
4.83	3. Expand the books by mail program to include regular print for the home bound.
5.17	4. More training opportunities.
6.17	5. Access to computer bulletin board system for people with all types of disabilities.
6.67	6. Funding for postage and book bags for mailing for expanded books by mail
7.00	7. Put out by Apple, on-line data base "Special Education Solutions" which describes hardware, software, organizations and publications.
8.33	8. More wheelchair carrels.
8.67	9. Fax machine.
8.83	10. Color monitors on all computers.
9.00	11. More recorders to be used for listening to whatever is available like info that is available on disk like ABLEDATA for people who do not want to use the computer.
9.16	12. Have time and money to coordinate goods and services available to patrons with disabilities.
10.83	13. Elevators that announce floors.
11.33	14. Keep periodicals back issues on hand to be checked out for patrons reviews and reading pleasure.
12.67	15. Latest model wheelchairs.

Table 6 indicates " more DVS videos " was the number one priority for in which information access could be improved for patrons who are blind/visually impaired. It is interesting to note that of the three items which tied for the 8th ranking, two were related to braille materials or production. "Braille" was mentioned in six of the 19 items as a way of improving access.

Table 6
Mean Scores and Priority Ranking
Re: Improving Information Access for Patrons
Who Are Blind/Visually Impaired
Items N=21 Reposes N=6

Mean Scores	Priority Ranking
5.83	1. More DVS Videos.
6.00	2. Access to many more CD Rom products and databases.
7.17	3. Large print and/or voice recognition to create text without using keyboard.
7.33	4. Develop a method to download to disk files from any CD-ROM product in the library and produce LT or Braille hard copy document.
8.00	5. A "dedicated" talking version of the library catalog.
9.17	6. A choice of speech synthesizers and screen readers.
9.33	7. Provide better referral to alternative format for example be on-line with the State Talking Book Library and Recordings for the Blind, Utah's braille collection.
9.67	8. Interpoint braille printer/embosser.
9.67	8. More Braille Magazines
9.67	8. A CCTV on every floor at the library.
11.17	9. Teletouch braille TDD.
11.33	10. Telephone audio output aids, talking phone directories.
11.67	11. More CCTV's or Projection Magnifiers
11.83	12. More circulating V-Techs.
12.00	13. More braille books.
12.17	14. A call-in "readers registry" that would match readers for patrons e.g. a patron who lives alone & home bound could get mail read,etc. for times when technology isn't the answer.
13.17	15. For all disabilities: computer software using sounds and color for reading following directions and writing programs using visual perceptions.
13.33	16. Keep a special file: large print or brailled for patron review.
16.33	17. Have a bigger section of talking book tapes
17.00	18. Cognitive rehabilitation software.
17.50	19. Handscaner.

Assistive listening devices rated highest in terms of improving information access for patrons who are deaf/hearing impaired (Table 7). Two of the top three priorities focused on library wide services. One item, tied for priority 4, involved city wide telephone access. Two items also tied for the number 5, 8 and 9 rankings.

Table 7
Mean Scores and Priority Rankings
Improving Information Access for Patrons
Who Are Deaf/Hearing Impaired
Items N=14 Reposes N=5

Mean Score	Priority Ranking
2.00	1. Assistive listening devices amplification, audio loop, wireless headphone system--infrared .
3.00	2. Somewhere in the library someone who knows sign language at all times.
5.80	3. FM system for auditorium or caption system
6.60	4. City wide pay phone TDDS and amplified telephones.
6.60	4. More ASL videos on deafness.
7.20	5. Computer programs to strengthen reading and writing skills.
7.20	5. More open captioned videos.
7.60	6. Special training on the computer to teach deaf about ValleyCat or how to get information from CLSI.
8.40	7. More VCR's for CC Videos.
9.40	8. For telephone: amplifier, large print display.
9.40	8. Real time captioning --whatever network programs are available.
9.60	9. Programs about various things going on in the community with interpreters provided (Martin Luther King Day, Special Program About Indian Culture).
9.60	9. Electronic: CAN computer assisted notetaking.
11.00	10. FAX machine.

"Voice activated computer/voice recognition software", was the number 1 priority for improving information access for patrons with physical disabilities. As indicated in Table 8, the next priority was "better parking"--providing access to get into the library! "Computer bulletin board" received the highest mean score placing it in lowest priority.

Table 8
Mean Scores and Priority Rankings
Improving Information Access for Patrons
With Physical Disabilities
Items N=12 Reposes N=5

Mean Score	Priority Ranking
3.00	1. A voice activated computer/ voice recognition software.
3.80	2. Better parking.
4.20	3. Accessible computer work area e.g. adjustable tables
4.60	4. Some alternative keyboards.
5.60	5. Better computer access.
5.80	6. The ability to offer more options.
7.40	7. Switches.
8.00	8. More than one accessible terminal in the lobby.
8.20	9. Telephone-whatever device works instead of being required to hold phone.
8.80	10. Fax machine: questions in/info out.
9.20	11. Scanning device.
9.60	12. Computer bulletin board.

The question, "What can be done to improve access for patrons with learning disabilities?", received the least number of suggestions. Perhaps the relatively low number of suggestions is explained by the number 1 priority, "a better understanding how we can be of assistance." Table 9 presents the ranking of the seven suggestions.

Table 9
Mean Scores and Priority Rankings
Improving Information Access for Patrons
With Learning Disabilities
Items N=7 Reposes N=5

Mean Score	Priority Ranking
2.80	1. A better understanding how we can be of assistance.
3.20	2. More educational software.
3.80	3. More how to videos, books or tapes.
4.00	4. Computer assisted instructional programs.
4.20	5. A second KPR so we could serve more LD patrons.
4.80	6. Study carrels for quiet.
5.20	7. Short announcement telling of the special equipment we have.

Table 10 indicates that the first priority for improving information access for patrons with multiple disabilities was "voice activated computer". Two items, "larger keyboards" and "computer control through joystick movement", were the number 3 priority. The two number 7 rankings were "fax machine" and "computer bulletin boards".

Table 10
Mean Scores and Priority Rankings
Improving Information Access for Patrons
With Multiple Disabilities
Items N=9 Reposes N=5

Mean Score	Priority Ranking
2.40	1. Voice activated computer.
3.00	2. Services for people who are home bound--we have large print books by mail but this doesn't cover all people who are home bound.
4.80	3. Larger keyboards.
4.80	3. Something like a product called DARCI put out by Westest Engineer Corp. "computer control through joystick movement" models available for Apple IIe and IBM.
5.00	4. More interesting computer games and educational software.
5.40	5. Switches.
5.60	6. Cause and effect program Marblesoft for AP Iie.
6.80	7. FAX.
6.80	7. Bulletin boards.

The first priority for helping staff do their jobs better was "a PC for each staff member". Second was more time to spend with equipment and software. Five of the 11 items mentioned time. Table 11 shows that the two number three items were related to serving patrons.

Table 11
Mean Scores and Priority Rankings
Re: Help To Do My Job Better
Items N=9 Reposes N=5

Mean Score	Priority Ranking
4.60	1. A PC for each staff member. Could put schedules and other information on-line to staff.
4.80	2. More time to spend with equipment and software.
5.20	3. A check list for new patrons to be used by staff to make sure we are giving pertinent information.

5.20	3. It would be nice to be able to do more in depth research for patrons.
5.60	4. Time to take sign language classes so I could be fluent not just know little bits of sign language.
5.80	5. E mail for all staff.
6.2	6. Organize time better to include everything I want to do in one day.
7.60	7. More help or time with collection development.
7.80	8. More people.
8.00	9. More hours in the day.
8.20	10. One, two or three more L.T. Serial Direct order while still maintaining same level of individual title ordering.
9.00	11. Computer with voice synthesizer located at the reference desk.

Discussion: Data from the Staff Questionnaires may be viewed in several ways. Each category may be considered separately and priorities with in each category addressed. Using this approach one category may be selected above another. For example it might be determined that meeting the information access needs of patrons with physical disabilities needs to be addressed first. In this case, a voice activated computer/ voice recognition software would be of highest priority.

Commonalities occurring among several categories is another way of using the data for decision making. For example, meeting a priority in one category such as improving existing services and resources may also meet a need in improving information access for patrons who are deaf or hearing impaired. In analyzing the top 5 priorities in each category, 7 are identified in two or more categories. These include materials and videos related to sign language, in service training, expansion of the books by mail program, more descriptive videos, voice activated computers, more educational software and access to computer bulletin boards. It is interesting to note that computer bulletin boards also appeared in 5 out of the 8 questions. Looking across categories enables items which may not receive high priority rankings, but which appear repeatedly, to receive consideration. Although "fax machine" was not in any of the top five priorities, it did appear in 5 of the 8 questions.

Another way of using data is to consider "themes" which appear throughout the survey. One "theme" which occurred repeatedly was "training". Training included staff and patron training. Staff training focused on items like software, equipment, braille (both learning and teaching techniques), sign language, understanding learning disabilities and awareness training for entire library staff. Patron training included training on assistive technology as well as educational materials such as tutorials, and computerized instructional programs.

A "library wide" theme also emerged from the data. These are things that would enable the entire library to address

patrons' special needs. Items related to this theme included elevators that announce floors, closed circuit T.V.'s on every floor, person in the library at all times who knows sign language, FM system in auditorium or caption system, and better parking.

Two other themes were related to assistive technology, both hardware and software, and materials. Assistive technology ranged from more computers and adaptive keyboards to more CCTVs and assistive listening devices. Materials may be grouped into two categories: (1) Materials in different formats such as large print, audiocassettes, videocassettes including descriptive videos and closed and open captioned videos, compact disks, braille, and ability to fax materials to patrons; (2) Materials related to specific educational needs such as tutorials which teach patrons to operate equipment or computer programs, and educational materials related to specific disabilities.

It was encouraging that several suggestions could be implemented with little cost: providing braille labels, organizing a call in reader registry for patrons, maintaining braille and large print files for patron review, short announcements of the SNC's resources and services (PSAs), displays of specialized equipment and resources and check list for new patrons.

Patron Data Analysis

The first item on the questionnaire dealt with services used. Since patrons were ask to check all items that applied, some checked more than one item. This question, as did others, turned out to be a source of information about the Center's services with several respondents indicating they were unaware that so many services were available. Table 12 shows the highest percent (46%) of patrons used the resources of the Center for personal enjoyment. This particular items demonstrates the importance of looking at the data by format response. While this item received the largest number of responses, those responses came mainly from regular print, large print and braille respondents. Only 2 home bound, the highest percent of questionnaire returns, checked this item. The next item is an even clear demonstration of the importance of considering the source of responses. While "participate in the Large Print Books by Mail Program" had the second highest percent of responses, all those responses (16 or 46%) came from the home bound. The next two items. "use staff to help locate references in other sections of the library" and "use resources of the Center for my job or business" both received 38% of the responses with the lowest percent coming from the home bound. The last item in the top five items had to do with checking out large print books. Once again 10 of the 13 responses came from the home bound.

Due to the small number of responses (2) in the regular print format it was difficult to determine if any items were preferred over others. The large print format yielded highest responses to "use staff to locate references in other parts of the library", and "use resources of the Center for my job or business". The item receiving the highest response in the braille format was "use resources of the Center for personal enjoyment"; next "use assistive technology to read school, business or personal materials". The item receiving the largest number of home bound responses was :"participate in the Large Print by Mail Program" followed by "check out large print books". Of the four items receiving no responses, three were related to assistive technology for patrons who are deaf or hearing impaired. The other item receiving no response was "check out toys from the Toybrary". (This might have been anticipated since users of the Toybrary were targeted for the needs assessment.)

With respect to the Special Byte, the Center Newsletter, 54% of the respondents read it for enjoyment while 38% read it to learn more about the library's resources. Four respondents checked the other category and indicated the following purposes for which the Bye was used:

"I like to see the improvements and what others are thinking about and how they feel. It would be neat to see more poems and art work from the patrons.
Find out what's new in the latest technology.
What's new in high tech.
I request braille from ACHI information and voting information."

Table 12
Number and Percent of Patrons Using Special Needs Center Services
Total N=39*
(R=2, LP=8, B=13, HB=16)

ITEM	R	LP	B	HB	N	%
Use resources of the Center for personal enjoyment.	2	6	9	2	18	46%
Participate in the Large Print Books by Mail Program	0	0	0	16	16	41%
Use staff to help locate references in other sections of the library.	1	7	5	2	15	38%
Use resources of the Center for my job or business	2	7	5	1	15	38%
Check out large print books	0	3	0	10	13	32%
Use assistive technology such as Kurzweil Personal Reader or CCTV to read materials obtained from other areas of the library	1	4	6	0	11	28%
Use assistive technology to read school, business or personal materials	0	4	7	0	11	28%

Use reference materials available in the Center	2	3	3	0	8	21%
Use computer workplace to do word processing	0	5	3	0	8	21%
Use resources of the Center for school or course assignments.	0	4	3	1	8	21%
Use copy machine for enlarging print	0	6	0	1	7	18%
Check out regular print books available in the Center	2	3	0	1	6	15%
Use computer workplace to produce braille materials	0	1	5	0	6	15%
Read magazines/newsletters available in the center	2	1	2	0	5	13%
Use resources of the Center to help in my rehabilitation.	0	2	2	1	5	13%
Use computer workplace to access ValleyCat (library's electronic on-line catalog)	0	3	1	0	4	10%
Check out descriptive videos	0	1	3	0	4	10%
Obtain talking book tape player	0	4	0	0	4	10%
Check out braille books/magazines	0	0	3	0	3	8%
Use computer workplace to access electronic encyclopedia	0	1	2	0	3	8%
Check out Visual Techs, CCTV Print Enlarger	0	2	0	0	2	5%
Check out special needs videocassette	1	1	0	0	2	5%
Use computer workplace to access ABLEDATA (database of products related to various disabilities)	0	0	1	0	1	3%
Use Computer workplace to run sign language /fingerspelling programs	0	1	0	0	1	3%
Check out closed captioned decoder Unit or VCR	0	0	0	0	0	0%
Check out closed captioned videocassette	0	0	0	0	0	0%
Watch closed captioned videocassette at the Center	0	0	0	0	0	0%
Check out toys from the Toybrary	0	0	0	0	0	0%
I use the Special Byte (the Center newsletter) to:						
Read for enjoyment	1	5	6	9	21	54%
Learn more about the library's resources	2	5	8	0	15	38%
Find out what's going on in the community	1	4	8	0	13	33%
Contribute information/articles	1	1	2	0	4	10%
Other	0	2	2	0	4	10%

*No Response (NR) 1LP 1HB N=2 %=5

Table 13 portrays responses to the question concerning the type of accommodations patrons need in order to use library resources. Again, patrons were asked to check all that applied; some need accommodations for more than one disability. Accommodations for visual impairment or blindness received the largest number of responses (68%). As might be expected the format again determined responses: neither of the two regular print format responses needed accommodations for visual impairment or blindness while all of the large print and braille formats indicated a need for such accommodations. The next highest response (29%) was accommodations for home bound with the highest response coming from the home bound. This was followed by accommodations for mobility impairment with all of the regular print format indicating this need as did one large print, one braille and five home bound. Eleven percent of the respondents, including one large print and three braille, indicated a need for accommodations for hearing impairment or deafness. Three patrons (one large print, one braille and one home bound) needed accommodations for learning disability while no respondents specified accommodations for mental disability.

Table 13
Number and Percent of Accommodation
Patrons Need In Order To Use
Library Resources
N=38*
(R=2, LP=9, B=12, HB=15)

ITEM	R	LP	B	HB	N	%
Accommodations for visual impairment or blindness.	0	9	12	5	26	68%
Accommodations for home bound.	0	0	2	9	11	29%
Accommodations for mobility impairment.	2	1	1	5	9	24%
Accommodations for hearing impairment or deafness.	0	1	3	0	4	11%
Accommodations for learning disability.	0	1	1	1	3	8%
Other**	0	3	0	0	3	8%
Accommodations for mental disability.	0	0	0	0	0	0%

*NR 1B 2HB N=3 %=7 Some respondents needed more than one kind of accommodation.

**Responses under other included: Bright light. Fax phone and computer hook up in Phoenix and 3 visual Techs in all AZ libraries. Accommodations for blind/deaf patrons, and more physically handicapped patrons. More space to work and more printers, Braille or Large Print.

The next question, concerning what items patrons would be interested in checking out, yielded the lowest response rate from regular print (50%) and home bound (52%). All (100%) of the large print and braille respondents answered this question. Table 14 shows that video tapes received the highest number of responses. This was the first choice for large print format while descriptive narration videos was the second over all choice. DVS was the first choice of those responding in braille tying two other items, braille books and magazines and information converted from print to braille. The third overall choice was books on audio cassettes . Curiously, no home bound selected this item. Compact disks, the fourth choice, was followed in fifth place by braille books and magazines which was selected only by braille respondents. Hand held magnifiers was the item responded to most frequently by the home bound followed by video tapes. Again some patrons indicated they didn't know items, such as CCTV's, were available for check out.

Table 14
Number and Percent of Patrons
Interested In Checking Out Specific Items
N=30*
(R=1, LP=7, B=13, HB=9)

ITEM	R	LP	B	HB	N	%
Video tapes	1	7	5	3	16	53%
Descriptive narration videos (DVS)	1	2	8	1	12	40%
Books on audiocassettes	1	5	4	0	10	33%
Compact disks	0	5	4	0	9	30%
Braille books and magazines	0	0	8	0	8	27%
Information converted from print to braille	0	0	8	0	8	27%
Hand held magnifiers	0	2	0	4	6	20%
Video disks	0	3	1	1	5	17%
CCTVs/print enlargers	0	4	0	0	4	13%
Print/braille books for children	0	1	2	0	3	10%
Closed captioned videocassette	0	2	0	0	2	7%
Other	0	0	0	0	0	0%

*NR 1R 2 LP 8 HB N=11 %=27

For the next question, (Table 15) patrons were asked to indicate in which formate they preferred to read materials. Some individuals indicated more than one format. More respondents preferred large print. This had the highest response rate among large print and home bound, but, as might be expected, no responses by braille or regular print respondents. Audio cassette received the second highest over all number of responses and the largest number responses by braille format and no responses by the home bound. Computer disk using synthesized voice fell into third place with no responses from either regular print or home

bound. Braille was next selected by three large print and nine braille. Regular print was selected by all (2) regular print, 3 large print, no braille and 2 home bound. Last was "articles via Fax" selected by one regular print and two large print.

Table 15
Format In Which Patrons
Prefer to Read Materials
N=36*
(R=2, LP=9, B=13, HB=12)

ITEM	R	LP	B	HB	N	%
Large Print	0	6	0	11	17	47%
Audio cassette	1	4	10	0	15	42%
Computer disk using synthesized speech	0	3	9	0	12	33%
Braille	0	0	9	0	9	25%
Regular print	2	3	0	2	7	19%
Articles via Fax	1	2	0	0	3	8%

*NR 5HB N=5 %=12

One hundred percent (12) of the braille respondents said they would use a braille production service as did one of the large print respondents. Over all 45% said they would use such a service while 55% (all regular print and home bound and 5 large print) said they would not).

Table 16
Number and Percent of Patrons
Who Would Use a Braille
Production Service
N=29*
(R=2, LP=6, B=12, HB=9)

Response	R	LP	B	HB	N	%
YES	0	1	12	0	13	45%
NO	2	5	0	9	16	55%

*NR 3LP 1B & 8HB N=12 %=29

Those who responded to this question indicated a variety of materials they would like to have brailled including the following:

Producing manuals for audio equipment such as compact disc players, video recorders, stereo equipment and some computer products. Medical documents such as reference materials. Instruction material for job, list and phone number for clients.

Cookbooks and other useful books-magazine or newspaper articles. School work and personal letters to blind friends. Knitting patterns, manuals, applications, letters. Craft patterns, personal reading, conference programs, memos, business forms. Menus, Crocheting patterns not already brailled.

Only thirty percent of the respondents could access library services via computer and modem either at home or at work (Table 7). None of the home bound had such access while all (2) regular print, three large print and six braille had access.

Table 17
Number and Percent of Patrons
Who Can Access Library Services
Via Computer and Modem
N=37*
(R=2, LP=9, B=13, HB=13)

Response	R	LP	B	HB	N	%
YES	2	3	6	0	11	30%
NO	0	6	7	13	26	70%

*NR HB4 N=4 %=9

Table 18 shows all respondents were interested in accessing the Electronic Catalog (Valleycat) and the Electronic Encyclopedia, ten (83%) in Special Needs Computer Bulletin Board and on-line medial references. On-line education references came next with magazine (serial) listings and on-line business references showing the least interest. Still over half (58%) of the patron respondents were interested in accessing these services.

Table 18
Services Patrons Would Be Interesting
In Accessing Via Computer & Modem
N=12*
(R=2, LP=3, B=7, HB=0)

ITEM	R	LP	B	HB	N	%
Electronic Catalog (ValleyCat)	2	3	7	0	12	100%
Electronic Encyclopedia	2	3	7	0	12	100%
Special Needs Computer Bulletin Board	2	1	7	0	10	83%
On-line medical references	1	3	6	0	10	83%
ABLEDATA	2	0	7	0	9	75%
On-line education references	2	2	4	0	8	67%
Magazine (serial) listings	2	0	5	0	7	58%
On-line business references	2	1	4	0	7	58%

*Although only 11 respondents had a modem, one B respondent hoped

to have one soon and then responded to this question.

The item related to what adaptations patrons need to use a computer received only 20 responses with no responses from the home bound (Table 19). The majority of patrons (65%) needed an audio screen reading program. Next came braille display of material on the computer screen. However only braille respondents checked this item. Voice activated computer access received the third highest number of responses. The one regular print respondent needed a modified keyboard while large print respondents had the highest number of responses on audio screen reading program, voice activated program and print enlargement program.

Table 19
Adaptations Patrons Need
In Order to Use A Computer
N=20*
(R=1, LP=7, B=12, HB=0)

ITEM	R	LP	B	HB	N	%
Audio screen reading program (synthesized speech)	0	4	9	0	13	65%
Braille display of material on computer screen (e.g. Navigator)	0	0	7	0	7	35%
Voice activated computer access	0	4	2	0	6	30%
Print enlargement program	0	4	0	0	4	20%
Modified keyboard	1	2	0	0	3	15%
Specialized switches	0	0	0	0	0	0
Other**	0	2	0	0	2	10%

*NR 1R 2LP 1B 17HB N=21 %=51
**computer programs/tutorial programs other then Word Perfect

Relatively low responses to the item concerning the type of training patrons would be interested in receiving (Table 20) was, again, a function of specific format non-response. Fifteen (88%) of the home bound did not respond while 100% of the regular print and braille format responded as did 78% of the large print. The largest number of respondents (71%) indicated an interest in learning how to access ValleyCat, the library's computer catalog. Also in the top five preferences were how to use the electronic encyclopedia, WordPerfect word processing and IBM computer operations. Among braille respondents how to use Vocal Eyes and a braille translation program replaced WordPerfect and IBM computer operations in the top five. Vocal Eyes, Zoomtext and Apple Iie replaced ABLEDATA in the top five among large print respondents.

Table 20
Number and Percent of Patrons
Interested In Specific Types of Training
N=24*
(R=2, LP=7, B=13, HB=2)

ITEM	R	LP	B	HB	N	%
How to access ValleyCat the Library's computer catalog	2	7	8	0	17	71%
How to use the electronic encyclopedia	2	6	7	0	15	63%
WordPerfect word processing for IBM	2	7	3	1	13	54%
IBM computer operations	1	5	5	1	12	50%
How to use ABLEDATA	2	2	8	0	12	50%
How to use Vocal Eyes (screen reading program for IBM)	0	5	6	0	11	46%
How to operate the Kurzweil Personal Reader	0	3	5	0	8	33%
Increase library research skills	1	3	3	1	8	33%
Mcintosh computer operations	0	3	3	0	6	25%
Apple Iie	0	5	1	1	7	29%
How to use a braille computer translation program to print output text in braille (e.g. HotDots or MegaDots)	0	1	6	0	7	29%
How to use Zoomtext (Print enlarge program for IBM)	0	5	1	0	6	25%
How to use the Telesensory Navigator braille screen reader	0	1	4	0	5	21%
How to use OutSpoken (screen reading program for Macintosh)	0	2	2	0	4	17%
How to use InLarge (Print enlarge	0	3	0	0	3	13%
MicroSoft Works word processing for Macintosh	0	2	1	0	3	13%
MacWrite word processing for Macintosh	0	2	1	0	3	13%
How to use Braille Edit Express/BEX--screen reading program for Apple IIe	0	0	2	0	2	8%
Fingerspelling computer program	0	0	0	0	0	0%
How to read braille	0	1	1	0	2	8%
Other**	0	0	2	0	2	8%

*NR 2LP 15HB N=18 %=41
**Other included "personal computer" and from a deaf/blind respondent this comment, "anything connected with braille not voice".

In the next section of the questionnaire, respondents were asked to rate specific items according to the following scale:

0 = No opinion, have no knowledge of the item
1 = Poor, it needs considerable improvement
2 = Fair, it is adequate but needs some improvement
3 = Good, it is quite satisfactory
4 = Excellent, a standard for others

A large number of home bound (ranging from 59% to 94%) did not respond to these items even though an option was given for checking 0, no opinion. Response rates ranged from 68% to 44%. Table 21 shows that book collections and materials received a 0, no opinion, rating from 31% of the respondents. It is interesting to note that all these responses came from braille respondents. This is the item to which the highest number (7) of home bound responded--perhaps reflecting that they had more knowledge of the book collections than of other items. Fifteen percent rated book collections and materials as fair, needing some improvement, with most large print respondents falling into this category. Twenty seven percent rated the item good and excellent. The highest number of good and excellent ratings came from the home bound.

Table 21
Patrons Rating Of
Book collections, Materials
N=26*
(R=2, LP=6, B=11, HB=7)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	8	0	8	31%
1	0	0	0	0	0	0%
2	0	3	1	0	4	15%
3	1	2	1	3	7	27%
4	1	1	1	4	7	27%

*NR 3LP 2B 10HB N=15 %=37

Fifty two percent of the respondents gave "quality of assistive technology" an excellent, a standard for others, rating; 32% rated it good while 8% had no opinion (Table 22).

Table 22
Patrons Rating Of The
Quality Of Assistive Technology
N=25*
(R=2, LP=8, B=13, HB=2)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	2	0	2	8%
1	0	0	0	0	0	0%
2	0	1	1	0	2	8%
3	0	3	4	1	8	32%
4	2	4	6	1	13	52%

*NR 1LP 15HB N=16 %=39

The availability of assistive technology received an excellent rating by 44% of respondents while 48% rated it good and 4% thought it was fair; 4% also had no opinion (Table 23).

Table 23
Availability Of Assistive Technology
N=25
(R=2, LP=9, B=11, HB=3)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	1	0	1	4%
1	0	0	0	0	0	0%
2	0	0	1	0	1	4%
3	1	5	5	1	12	48%
4	1	4	4	2	11	44%

*NR 2B 14HB N=16 %=39

Staff's knowledge of materials and resources (Table 24) received the highest ratings with 93% rating it either good (41%) or excellent (52%) while 7% had no opinion.

Table 24
Patrons Rating Staff Knowledge
N=27*
(R=2, LP=7, B=13, HB=5)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	2	0	2	7%
1	0	0	0	0	0	0%
2	0	0	0	0	0	0%
3	1	2	5	3	11	41%
4	1	5	6	2	14	52%

*NR 2LP 12HB N=14 %=34

Table 25 shows that 54% of the respondents rated staff assistance in finding materials or using assistive technology as excellent while 31% thought it was good. One person (4%) rated the item fair and 11% had no opinion.

Table 25
Patrons Rating Of
Staff Assistance In Finding Materials
or Using Assistive Technology
N=26
(R=2, LP=7, B=13, HB=4)*

RATING	R	LP	B	HB	Total N	% of N
0	0	0	3	0	3	11%
1	0	0	0	0	0	0%
2	0	0	1	0	1	4%
3	1	2	3	2	8	31%
4	1	5	6	2	14	54%

*NR 2LP 13HB N=15 %=37

The item receiving highest number of poor (needs considerable improvement) and fair (needs some improvement) responses was workspace (Table 26). Thirty four percent of the ratings fell into these two categories; however 33% thought workspace was good, 22% excellent and 11% had no opinion.

Table 26
Patrons Rating Of Workspace
N=18*
(R=1, LP=7, B=8, HB=2,)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	2	0	2	11%
1	0	3	0	0	3	17%
2	0	2	0	1	3	17%
3	0	1	4	1	6	33%
4	1	1	2	0	4	22%

*NR 2LP 15HB N=17 %=41

Privacy received the next highest percentage of poor (4%) and fair (17%) ratings with 21% falling into these two categories. Twenty five percent had no opinion while 37% thought

it was good and 17% rated privacy excellent (Table 27).

Table 27
Patrons Rating Of Privacy
N=24*
(R=2, LP=8, B=12, HB=2,)

RATING	R	LP	B	HB	Total N	% of N
0	1	0	5	0	6	25%
1	0	1	0	0	1	4%
2	0	3	0	1	4	17%
3	0	4	4	1	9	37%
4	1	0	3	0	4	17%

*NR 1LP 1B 15HB N=17 %=41

Table 28 indicates 62% of the respondents believed the hours the Center is open was good or excellent; 14% thought it only fair while 23% had no opinion.

Table 28
Patrons Rating Of
Hours Center Is Open
N=21*
(R=2, LP=8, B=10, HB=1)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	5	0	5	24%
1	0	0	0	0	0	0%
2	0	2	0	1	3	14%
3	2	4	2	0	8	38%
4	0	2	3	0	5	24%

*NR 1LP 3B 16HB N=20 %=49

Parking received the highest percent (48%) of no opinion responses. This again appears to be a function of response format since all (10) those selecting this rating were braille respondents. Nine percent of respondents thought parking was poor; 5% fair, 33% good and 5% excellent (Table 29). This item received the lowest number of good and excellent ratings with only 38% falling in these two ratings. However, this should be interpreted cautiously since 48% of the respondents had no opinion.

Table 29
Patrons Rating Of Parking
N=21*
(R=2, LP=5, B=12, HB=2)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	10	0	10	48%
1	0	1	0	1	2	9%
2	0	0	1	0	1	5%
3	2	3	1	1	7	33%
4	0	1	0	0	1	5%

NR 4LP 1B 15HB N=20 %=49

In terms of accommodations for their special needs, 48% of the respondents thought the accommodations were excellent, 38% good, 4% fair and poor, and 8% had no opinion (Table 20).

Table 30
Patrons Rating Of Accommodations
N=24*
(R=2, LP=8, B=10, HB=4)

RATING	R	LP	B	HB	Total N	% of N
0	0	0	2	0	2	8%
1	0	0	0	1	1	4%
2	0	1	0	0	1	4%
3	1	4	3	1	9	38%
4	1	3	5	2	11	46%

NR 1LP 3B 13HB N=17 %=41

The next two sections of the questionnaire contained two open ended questions. The first asked patrons to complete the following sentence:

What I like best about the Special Needs Center is_____

Verbatim responses may be found in Appendix E. Although each response was highly individual, five different themes emerged from the responses.

(1) The most often mentioned was The Staff. Various terms were used to describe what was liked about the staff. Among those terms were helpful, friendly, consideration, warmth, accommodating, cooperation, knowledge, expertise, professional, support available on request.

(2) The equipment theme included computers, machines and specific items like the KPR.

(3) A third theme was software for the computers.

(4) Materials included braille materials, large print materials, books by mail and the Special Byte.

(5) Training focused on learning how to operate the equipment and use the software as well as help with one's own computer.

The second open ended question asked patrons to complete the following statement

I would improve the Special Needs center by_____

Verbatim responses may be found in Appendix F. Not surprisingly those responses tended to cluster around the themes described above.

(1) The most often mentioned theme was adding additional equipment/technology. People spoke to the need for the Special Needs Center to continue to keep abreast of new technology and be a demonstration center for as many adaptive devices as possible. Specific suggestions included decoder with braille out put and opticon, more print enlargement machines available for check out or loan. Closely associated with adding additions technology were repeated recommendations for enlarging the Center especially the computer workplace. Specific suggestions included each computer or reading machine in a separate booth, providing more light and better cooling.

(2) Expanding materials such as more descriptive videos for patrons to check out. Braille labels on computer discs. Also suggested was a better way to bind braille materials. More video and cassette tutorial programs. Adding more books to large print books section, and adding regular print books to the large print books by mail program for the home bound.

(3) Additional training and inservice programs were frequently recommended. Both group classes and one to one instruction were suggested for learning to use the technology, word processing, and accessing library resources.

(4) Increasing software and providing opportunity for computer network for professionals with disabilities.

(5) With respect to staff, recommendations were to add more staff.

The final section of the questionnaire dealt with demographic data and frequency of Center use. Table 31 shows that 68% of the respondents were female while 32% were male. Females outnumbered males in all formats except large print in which there were twice as many males (6) as females (3). Among 14 home bound respondents 13 were female and only one was male.

Table 31
Number and Percent of Patrons
According To Sex
N=38*
(R=2, LP=9, B=13, HB=14)

SEX	R	LP	B	HB	Total N	% of N
Female	1	3	9	13	26	68%
Male	1	6	4	1	12	32%
Total	2	9	13	14	38	100%

*NR 3HB N=3 %=7

Years of schooling (Table 32) ranged from six to twenty. With the largest number (9 or 23%) having sixteen years. The largest number of both large print and braille respondents had sixteen years of schooling while the largest number of home bound (5) had twelve years. Among the regular print, one had eleven years and one had 20 years. One large print and two braille respondents also had 20 years of schooling.

Table 32
Number and Percent of Patrons
According To Years of Schooling
N=39*
(R=2, LP=9, B=13, HB=15)

YEARS OF SCHOOLING	R	LP	B	HB	Total N	% of N
Six	0	0	1	1	2	5%
Seven	0	0	0	0	0	0%
Eight	0	0	0	1	1	3%
Nine	0	0	1	1	2	5%
Ten	0	1	0	2	3	8%
Eleven	1	0	0	1	2	5%
Twelve	0	1	1	3	5	12%
Thirteen	0	0	2	1	3	8%

Fourteen	0	0	1	3	4	10%
Fifteen	0	0	1	0	1	3%
Sixteen	0	4	4	1	9	23%
Seventeen	0	0	0	1	1	3%
Eighteen	0	2	0	0	2	5%
Nineteen	0	0	0	0	0	0%
Twenty	1	1	2	0	4	10%
TOTAL	2	9	13	15	39	100%

NR 2HB N=2 %=5

Forty percent of the respondents had high school degrees. The highest number of both braille and home bound feel into this category. Among regular print respondents, one had an associate degree and one had a doctorate. The largest number of large print respondents had a bachelor (3) and a master's (3) degree. Three braille respondents also had bachelor's and master's degrees (See Table 33).

Table 33
Number and Percent of Patrons According To Education
N=30
(R=2, LP=8, B=11, HB=9)

EDUCATION	R	LP	B	HB	Total N	% of N
High school	0	2	4	6	12	40%
Associate	1	0	1	1	3	10%
Bachelor	0	3	3	1	7	23%
Master	0	3	3	1	7	23%
Education Specialist	0	0	0	0	0	0%
Doctorate	1	0	0	0	1	3%
Total	1	8	11	9	30	99%

*NR 1LP 2B 8HB N=11 %=27

As can be seen in Table 34 the Special Needs Center serves a wide diversity of ages ranging from the 10-19 age group to the 90-99 age group. Here, again, we see the effect of format. Among all format respondents, the highest percentage (24%) fell into the 80-89 category, however, all except one respondent came from the home bound. The highest percentage (30%) of regular print, large print and braille respondents fell into the 40-49 age group. Table 35 shows the mean age according to format response.

Table 24
Number and Percent of Patrons
According To Age
N=37*
(R=2 LP=8 B=13 HB=14)

AGE	R	LP	B	HB	Total N	% of N
10-19	0	0	1	0	1	3%
20-29	0	0	2	0	2	5%
30-39	0	2	2	0	4	11%
40-49	2	2	3	1	8	22%
50-59	0	1	3	1	4	11%
60-69	0	2	2	1	5	14%
70-79	0	0	0	2	2	5%
80-89	0	1	0	8	9	24%
90-99	0	0	0	1	1	3%
Total	2	8	13	14	37	98%

*NR 1LP 3HB N=4 %=10

Table 35
Mean Age Category Of
Patron Respondents
N=37*
(R=2 LP=8 B=13 HB=14)

Respondents	Mean Age Category
Regular Print	40-49
Large Print	50-59
Braille	40-49
Home Bound	70-79

*NR 1LP 3HB N=4 %=10

Caucasians (77%) were the most highly represented ethnic group at the Special Needs Center. Table 36 shows Hispanic or Latinos constituted 8% of the respondents while Asian and Native Americans made up 6%. There were no Black or African American respondents.

Table 36
Number and Percent of Patrons
According To Ethnic Background
N=36*
(R=2, LP=8, B=11, HB=15)

Ethnicity	R	LP	B	HB	Total N	% of N
Asian	0	0	1	1	2	6%
Black or African American	0	0	0	0	0	0%
Hispanic or Latino	0	2	1	0	3	8%
Native American	0	0	1	1	2	6%
Caucasian	2	5	8	13	28	77%
Other	0	1	0	0	1	3%
Total	2	8	11	15	36	100%

*NR 1LP 2B 2HB N=5 %=12

The highest percent of respondents (37%) had been coming to the Center for 2-5 years. The second highest percent (26%) have not been to the Center. However eight of the 10 respondents to this category were home bound who primarily participate in the Large Print Books by Mail Program (Table 37).

Table 37
Number and Percent of Patrons
According To Length Of Time
Using Special Needs Center Services
N=38*
(R=2, LP=9, B=13, HB=14)

TIME	R	LP	B	HB	Total N	% of N
3-6 months	0	1	1	0	2	6%
7-12 months	0	1	0	2	3	8%
2-5 years	1	4	6	3	14	37%
6-10 years	0	1	3	1	5	14%
over 10 years	1	1	2	0	3	8%
have not been to Center	0	1	1	8	10	26%
Total	2	9	13	14	38	99%

*NR 3HB N=3 %=

In terms of how often patrons use the Center, 34% said they did not use it, but here, again, eight of the 10 responses came from the home bound (Table 38). Among the regular print, large print and braille respondents 40% come once or twice a year while 35% come once a week or more.

Table 38
Number and Percent of Patrons
According To Frequency Of Use
Of Special Needs Center Services
N=29*
(R=2, LP=9, B=9, HB=8)

FREQUENCY	R	LP	B	HB	Total N	% of N
Once or twice a year	0	5	3	0	8	28%
Every other month or so	1	1	0	0	2	7%
Once a month	0	0	0	0	0	0%
Two or three times a month	0	0	2	0	2	7%
Once a week or more	1	3	3	0	7	24%
Do not come to Center	0	1	1	8	10	34%
Total	2	10**	9	8	29	100%

*NR 4B 9HB N=13 %=32
**One LP responded to two items

The relatively low number of responses to the above items may be due to the fact that some patrons used to come to the Center but no longer do so. The following table shows responses concerning reasons for no longer coming to the Center. Patrons were asked to check all items that applied. The largest number (85%) indicated transportation problems. One patron indicated he/she had a CCTV and planed to purchase a computer and would come in for training after acquiring the computer.

Table 39
Number and Percent of Patrons
Reasons For No Longer Coming To
The Special Needs Center
N=13

REASONS	R	LP	B	HB	Total N	% of N
Have own equipment	0	2	2	0	4	31%
Don't have time	0	0	3	0	3	23%
Transportation Problems	0	2	7	2	11	85%

In terms of occupational status, the highest percent (39%) were retired while 19% were homemakers and 19% working more than 35 hours. Six percent were unemployed, 17% worked less than 35 hours and 14% were students. The high percent of retired is explained by the home bound response to this category. If the home bound response is eliminated, the highest percent of respondents work more than 35 hours a week.

Table 40
Patrons Occupational Status
N=36*
R=2, LP=9, B=13, HB=12

Occupation	R	LP	B	HB	Total N	% of N
Homemaker	1	0	5	1	7	19%
Unemployed	0	1	1	0	2	6%
Working less than 35 hrs/wk	1	5	0	0	6	17%
Working more than 35 hrs/wk	0	3	4	0	7	19%
Retired	0	3	1	11	15	39%
Student	2	0	3	0	5	14%
Other**	0	0	2	0	2	6%

*NR 5HB N=5 %=12
**Other included "licensed Practition" and "Work, but get laid off now and then".

The Special Byte was the primary source of information about the Special Needs Center followed by friends or family, public service announcements, teacher, counselor and other libraries.

Table 41
Number and Percent of Patrons According To Sources From Which Information About Special Needs Center Services Is Obtained
N=15*

SOURCE	NO.	%
Friends or family	2	13%
Teacher, Counselor	1	7%
Special Byte	5	33%
PSAs	2	13%
Sun Sounds	0	0%
Other libraries	1	7%
Other (specified "visit")	1	7%

*This question appeared only on the R & B forms. Respondents include the 2R & 13B

At the end of the questionnaire patrons were asked to make comments or suggestions. Those verbatim responses appear in Appendix G. Those who responded again spoke highly of the staff and expressed appreciation for the technology and services of the Center.

There were specific suggestions for improving the center including a computer lab with a variety of computers and assistive technology with staff to assist users; a quieter workplace, more staff, magazines for women, opticon, better reading materials in the Large Print by Mail Program, and books to study for GED.

Some home bound respondents who do not come to the Center expressed the hope that one day they might visit the Center to see all the things which are available.

The next section deals with the data analysis of the Professional Survey. Many of the items in this survey were similar to those in the Patron Survey which allowed comparisons to made between the responses of the two groups.

Professional Data Analysis

The first questionnaire item dealt with services used. Since professionals were ask to check all items that applied, some checked more than one item. This question, as did others, turned out to be a source of information about the Center's services with several respondents indicating they were unaware that so many services were available. Table 2 shows the highest percent (70%) of professionals used the resources of the Center for job or business. The second and third items are also related to "job" with 65% using resources of the Center to assist clients and 57% for "professional development". The fourth most often used resources (actually the first "hands on use") was to produce braille materials (48%) and "to check out regular print books available in the Center", also 48%. These books are primarily concerned with disabilities or disability issues. The fifth rated use consisted of using the Computer Work Place to do word processing and using reference materials available in the Center, both 43%. Those items receiving the least use were "watch closed captioned videocassette at the Center", and "use Computer Workplace to access ValleyCat" (library's on-line catalog). All available options were selected by at least one respondent. In terms of the Special Byte, 35% used it to learn more about the library's resources while 31% used it to find out what's going on in the community.

Table 42
Number and Percent of Professionals
Use of Special Needs Center Services
N=23*

SERVICES	NUMBER	PERCENT
Use resources of the Center for my job or business	16	70%
Use resources of the Center to assist my client	15	65%
Use resources of the Center for my professional development.	13	57%
Use computer workplace to produce braille materials	11	48%
Check out regular print books available in the Center	11	48%
Use computer workplace to do word processing	10	43%
Use reference materials available in the Center	10	43%
Use copy machine for enlarging print	9	39%
Use staff to help locate references in other sections of the library	8	35%
Use resources of the Center for personal enjoyment.	7	30%
Check out large print books	7	30%
Read magazines/newsletters available in the center	7	30%
Check out braille books/magazines	6	26%
Check out descriptive videos	5	22%
Check out special needs videocassette	5	22%
Use computer workplace to access electronic encyclopedia	5	22%
Check out toys from the Toybrary	5	22%
Use computer workplace to access ABLEDATA (database of products related to various disabilities)	4	17%
Participate in the Large Print Books by Mail Program	3	13%
Check out Visual Techs, CCTV Print Enlarger	3	13%
Check out closed captioned videocassette	3	13%
Use assistive technology such as Kurzweil Personal Reader or CCTV to read materials obtained from other areas of the library	3	13%
Use Computer workplace to run sign language /fingerspelling programs	3	13%
Obtain talking book tape player	3	13%

Use assistive technology to read school, business or personal materials	2	9%
Check out closed captioned decoder Unit or VCR	2	9%
Watch closed captioned videocassette at the Center	1	4%
Use computer workplace to access ValleyCat (library's electronic on-line catalog)	1	4%
I use the Special Byte (the Center newsletter) to:		
Learn more about the library's resources	8	35%
Find out what's going on in the community	7	30%
Read for enjoyment	3	13%
Other**	2	8%
Contribute information/articles	1	4%

*No Response (NR) 1 %=4

**learn about equipment, resources to use with students to read on the air (Sun Sounds)

Accommodations for Visual Impairment or Blindness were the highest need (79%) among the professionals' clients. Seventy one percent needed accommodations for deafness or hearing impairment, 63% for mobility impairment, 38% for learning disability, 33% mental disability and 30% for home bound (Table 43). Some clients needed more than one accommodation. One respondent pointed out the importance of considering the special needs of people with multiple chemical sensitivity before moving into the new library building.

Table 43
Accommodations Clients Need To Use Library Resources
N=24

ITEM	NUMBER	PERCENT
Accommodations for visual impairment or blindness.	19	79%
Accommodations for hearing impairment or deafness.	17	71%
Accommodations for mobility impairment.	15	63%
Accommodations for learning disability.	9	38%
Accommodations for mental disability.	8	33%
Accommodations for home bound.	7	30%
Other (chemical sensitivity)	1	4%

Table 44 shows that over half (54%) of the professional were interested in checking out video tapes. The next highest interest (46% each) was in braille books and magazines and books on audiocassettes. It is interesting to note that among the top five items, three are related to braille materials.

Table 44
Number and Percent of Professionals
Interested In Checking Out Specific Items
N=24

ITEM	NUMBER	PERCENT
Video tapes	13	54%
Braille books and magazines	11	46%
Books on audiocassettes	11	46%
Information converted from print to braille	9	36%
Print/braille books for children	8	33%
Closed captioned videocassette	7	29%
Descriptive narration videos (DVS)	7	29%
Hand held magnifiers	6	25%
Compact disks	4	17
CCTVs/print enlargers	4	17%
Other*	2	8%
Video disks	1	4%

*Computer assisted notetaking system (lap top with CCD screen) CompuServe type bulletin boards-Directory networks Computer programs for blind-partially sighted profoundly retarded

Most clients preferred to read materials in large print followed by braille, audio cassette, regular print, computer disk, and articles via fax (Table 45).

Table 45
Format In Which Clients
Prefer to Read Materials
N=24

ITEM	NUMBER	PERCENT
Large Print	18	75%
Braille	15	63%
Audio cassette	13	54%
Regular print	11	46%
Computer disk using synthesized speech	9	38%
Articles via Fax	3	13%

Table 46 indicates a high percentage (71%) of professionals would use a braille production service. When asked what they would like to have brailled the following items were identified:

Anything for our consumers, articles, newsletters, class materials, workshop materials, brochures, work related info for outreach, textbooks, reading materials for client's employment, descriptive literature, letters, calendars, menus, study skills book, encyclopedia info for school and for general information, reports, bus schedules, employee training materials, magazine articles.

Table 46
Number and Percent of Professionals
Who Would Use a Braille
Production Service
N=24

Response	Number	Percent
YES	17	71%
NO	4	16%
MAYBE	3	13%

When asked what adaptations clients need to use a computer, the most often mentioned was audio screen reading program followed by print enlargement program. Table 47 presents other adaptations which were needed.

Table 47
Adaptations Clients Need
In Order to Use A Computer
N=24

ITEM	NUMBER	PERCENT
Audio screen reading program (synthesized speech)	13	54%
Print enlargement program	12	50%
Voice activated computer access	8	33%
Braille display of material on computer screen (e.g. Navigator)	8	33%
Modified keyboard	7	29%
Not sure what clients need	7	29%
Specialized switches	5	21%

Only a few (6) professionals could access library resources via a computer and modem (Table 48).

Table 48
Number and Percent of Professionals
Who Can Access Library Services
Via Computer and Modem
N=24

ITEM	NUMBER	PERCENT
YES	6	25%
NO	18	75%

Table 49 shows services these professionals would be interested in accessing. (Two individuals who can not access services also responded to this question. One indicated clients had access to computer and modem and responded on their behalf; the other respondent checked items based on hope of being able to access such information in the future.) Fifty percent or higher of the professionals expressed an interest in all items listed. Highest interest was in the Electronic Encyclopedia, four items tied for the second highest level of interest. These included Electronic Catalog (ValleyCAt), magazine listings, special needs computer bulletin board, and on-line educational references. The remaining items, ABLEDATA, medical and business on-line references all rated third.

Table 49
Services Professional Would Be Interesting
In Accessing Via Computer & Modem
N=8*

ITEM	NUMBER	PERCENT
Electronic Encyclopedia	7	88%
Electronic Catalog (ValleyCaT)	5	63%
Magazine (serial) listings	5	63%
Special Needs Computer Bulletin Board	5	63%
On-line education references	5	63%
ABLEDATA	4	50%
On-line medical references	4	50%
On-line business references	4	50%

*While only 6 had a computer & modem, 8 responded

In terms of training, professionals were most interested in learning to use the Electronic Encyclopedia followed by how to access ValleyCat, ABLEDATA, and IBM computer operations. Table 50 shows six items tied for fifth rating. Four were related to computer software for accessing computer information either via voice, large print or braille. The other two were how to operate the Kurzweil Personal Reader and increasing library research skills.

Table 50
Number and Percent of Professionals
Interested In Specific Types of Training
N=22*

ITEM	NUMBER	PERCENT
How to use the electronic encyclopedia	9	41%
How to access ValleyCat the Library's computer catalog	8	36%
How to use ABLEDATA	8	36%
IBM computer operations	7	32%
How to operate the Kurzweil Personal Reader	6	27%
How to use OutSpoken (screen reading program for Macintosh)	6	27%
How to use Zoomtext (Print enlarge program for IBM)	6	27%
How to use InLarge (Print enlarge program for Macintosh)	6	27%
How to use a braille computer translation program to print computer text in braille (e.g. HotDots or MegaDots)	6	27%
Increase library research skills	6	27%
How to use Vocal Eyes (screen reading program for IBM)	5	23%
Macintosh computer operations	5	23%
Fingerspelling computer program	5	23%
How to use the Telesensory Navigator braille screen reader	4	18%
Apple IIe	3	14%
WordPerfect word processing for IBM	3	14%
How to use Braille Edit Express/BEX--screen reading program for Apple IIe	0	0%
How to read braille	2	9%
MicroSoft Works word processing for Macintosh	2	9%
Other**	2	9%
MacWrite word processing for Macintosh	1	5%

*NR=2 %=8

Asked if their clients would be interested in training provided by the Center, 55% said yes and 45% didn't know (Table 51). Professionals were then asked to identify the type of training clients might be interested in. Among the items identified were computer training, training in using assistive devices and technology for a variety of disabilities and accessing computer bulletin boards.

Table 51
Number and Percent of Professionals
Clients Interested In Training
N=22*

ITEM	NUMBER	PERCENT
Yes	12	55%
No	0	0%
Don't Know	10	45%

*NR=2 %=8

Using the same rating scale as the patrons (0 no opinion, 1 poor, 2 fair, 3 good, 4 excellent), professionals were asked to rate specific items.

Table 52 shows that 30% of the professionals thought book collection and materials were excellent, 39% thought they were good, 9% fair and 22% had no opinion.

Table 52
Professionals Rating Of
Book collections, Materials
N=23*

RATING	NUMBER	PERCENT
0	5	22%
1	0	0%
2	2	9%
3	9	39%
4	7	30%
TOTAL	23	100%

*NR=1 %=4

Quality of assistive technology received high ratings with 54% rating it excellent and 45% good (Table 53).

Table 53
Professionals Rating
Quality Of Assistive Technology
N=24

RATING	NUMBER	PERCENT
0	0	0%
1	0	0%
2	0	0%
3	11	46%
4	13	54%
TOTAL	24	100%

As Table 54 indicates, availability did not rate as high as the quality of assistive technology. One respondent had no opinion, one rated it fair, needs some improvement, 11 professionals rated it goods and the same number rated it excellent.

Table 54
Professionals Rating Of
Availability Of Assistive Technology
N=24

RATING	NUMBER	PERCENT
0	1	4%
1	0	0%
2	1	4%
3	11	46%
4	11	46%
TOTAL	24	100%

Staff's knowledge of materials and resources received high ratings with 71% rating this items excellent and 29% rating it good (Table 55).

Table 55
Professionals Rating
Staff's Knowledge of Materials, Resources
N=24

RATING	NUMBER	PERCENT
0	0	0%
1	0	0%
2	0	0%
3	7	29%
4	17	71%
TOTAL	24	100%

Staff assistance in finding materials or using assistive technology was the most highly rated item. Table 56 shows that 75% of the responding professionals rated staff assistance excellent (a standard for others) while 25% rated staff assistance good (it is quite satisfactory).

Table 56
Professionals Rating
Staff Assistance In Finding Materials
or Using Assistive Technology
N=24

RATING	NUMBER	PERCENT
0	0	0%
1	0	0%
2	0	0%
3	6	25%
4	18	75%
TOTAL	24	100%

Workspace rated less highly with only 9% excellent, 43% good, 26% fair, 9% poor. Table 57 also shoos 13% had no opinion.

Table 57
Professionals Rating Of Workspace
N=23*

RATING	NUMBER	PERCENT
0	3	13%
1	2	9%
2	6	26%
3	10	43%
4	2	9%
Total	23	100%

*NR=1 %=4

Closely related to workspace is privacy, and privacy received the lowest rating of all items. It also received the highest number of "no opinion". Table 58 indicates that 13% of the professionals responding thought privacy was poor (needs considerable improvement) 26% (fair adequate but needs some improvement), 39% good and only 4% excellent.

Table 58
Professionals Rating Of Privacy
N=23*

RATING	NUMBER	PERCENT
0	4	17%
1	3	13%
2	6	26%
3	9	39%
4	1	4%
TOTAL	23	100%

*NR=1 %=4

Nineteen percent of the respondents rated hours the Center is open as excellent, 52% good, 10 percent fair and 19% had no opinion (Table 59).

Table 59
Hours Center Is Open
N=21*

RATING	NUMBER	PERCENT
0	4	19%
1	0	0%
2	2	10%
3	11	52%
4	4	19%
TOTAL	21	100%

*NR=3 %=12

Parking was another item which received less favorable ratings. Table 60 portrays these data. Fourteen percent had no opinion. Seventeen percent rated it poor with the same percent rating it excellent, and 23% rated parking fair with equal numbers rating it good.

Table 60
Professionals Rating Of Parking
N=23*

RATING	NUMBER	PERCENT
0	3	14%
1	4	17%
2	6	26%
3	6	26%
4	4	17%
TOTAL	23	100%

*NR=3 %=12

Professional rating of accommodations for their special needs received the lowest response (18) rate and also the largest number (7) of no responses. Four (22%) rated it good and 7 (39%) rated it excellent (Table 61).

Table 61
Professionals Rating Of
Accommodations For Their
Special Needs
N=18*

RATING	NUMBER	PERCENT
0	7	39%
1	0	0%
2	0	0%
3	4	22%
4	7	39%
TOTAL	18	100%

NR=6 %=25

The next section of the questionnaire contained three open ended questions. The first , "What I like best about the Special Needs Center is . . . ." (Appendix H) elicited responses which spoke to services which both the professionals and their clients received. Although the responses were varied and individual, they tended to merge into the five themes which follow:

(1) The most often mentioned theme was **staff/personnel.** Words used to describe the staff included knowledgeable, helpful, user friendly, technical expertise, talents, enthusiasm, thoroughness, empathy, fantastic! Individual staff members were also commended for knowledge of sign language, being knowledgeable about deafness, willingness to braille materials and their accessibility.

(2) Resources, another theme, focused on resources available to the professionals, resources for the professionals' clients, and the clients' families.

(3) Technology was frequently mentioned--the availability of assistive technology and specialized equipment. For example, one professional said the Special Needs Center was one of the few places where closed captioned decoders could be loaned for the short term.

(4) The materials/information theme included items such as information on children with disabilities, vertical file, newsletters, variety of materials for all disability groups, large print and braille materials.

(5) A final theme was training--assistive technology and special equipment training. One professional commented, "Training that is provided here is rarely available any where else in the immediate area."

The next open ended question was, "As a professional, the Special Needs Center could help me by . . . . .". The verbatim responses may be seen in Appendix I. Again each response was individual, but there were some common themes such as:

(1) "Continue to. . ". Numerous professionals spoke to the need for the Center to continue to do "what it has been doing". Specifically continue to: be a resource for materials; provide tours for high school and college students; be available for special information requests and client referral; provide mail service; provide instruction to students and teachers in new technology. One professional said, "You are the primary resource for us", while another emphasized the importance of not cutting back on services to the blind and visually impaired.

(2) Training was, again, mentioned often. The Center could help professionals by providing training to clients on different access devices, technologies and programs. One respondent wrote how important training provided by the Center had been in the past and how being updated on advanced technology assisted in "making informed decisions".

(3) The information theme contained specific items such as compiling statistical information on deafness, information on training, what is offered and what the Center plans to offer in the future, and down loading reference materials to schools and other sites.

Professional responses to the final open ended question, "I would improve the Special Needs Center by . . . . " revealed the following themes: (See Appendix J for all responses).

(1) Outreach/Networking: Outreach to residents in other areas who have transportation problems; to more professional groups and minority communities. Networking with other libraries in Arizona to upgrade services to local communities.

(2) Technology: Continue to stay current; add more equipment; develop workstation for recreational rehab clients to develop skills in network systems; more space for computers; keep professionals informed about new technology--what it is and who might benefit from it; computer or phone based calendar for disabled community.

(3) Materials: Add more books; more large print and braille books; braille printing--quarterly mailing regarding new texts, services etc.

The final section of the questionnaire dealt with demographic data and frequency of Special Needs Center use. Table 62 shows there were nearly twice as many female respondents (15) as males (8).

Table 62
Number and Percent of Professionals According To Sex
N=23*

SEX	NUMBER	PERCENT
Female	15	65%
Male	8	35%
Total	23	100%

*NR=1 %=4

Professionals were highly educated with 57% having masters degrees (Table 63) and 31% with bachelors degrees.

Table 63
Number and Percent of Professionals According To Education
N=23*

EDUCATION	NUMBER	PERCENT
High school	1	4%
Associate	1	4%
Bachelor	7	31%
Master	13	57%
Education Specialist	1	4%
Doctorate	0	0%
Other		
Total	23	100%

*NR=1 %=4

The youngest professionals were in the 20-29 age group with the oldest in the 60-69 group. As table 64 shows, the largest number of professionals (11) were 40-49 years old.

Table 64
Number and Percent of Professionals
According To Age
N=23*

AGE	NUMBER	PERCENT
20-29	2	9%
30-39	4	17%
40-49	11	48%
50-59	2	9%
60-69	4	17%
Total	23	100%

*NR=1 %=4

In terms of ethnicity, the professionals who responded to this survey were a very homogenous group. Twenty two were Caucasian, one was Hispanic/Latino with no other groups being represented (Table 65).

Table 65
Ethnic Background
N=23*

Ethnicity	NUMBER	PERCENT
Asian	0	0%
Hispanic or Latino	1	4%
Black or African American	0	0%
Native American	0	0%
Caucasian	22	96%
Total	23	100%

*NR=1 %=4

Table 66 shows the majority of professionals (57%) are long term users, 6-10 years or longer.

Table 66
Length Of Time Using SNC Services
N=24

TIME	NUMBER	PERCENT
3-6 months	2	9%
7-12 months	0	0%
2-5 years	8	35%
6-10 years	5	21%
over 10 years	8	35%
Total	24	100%

Professionals use of the Center ranged from once or twice a year to once a week or more (Table 67). All respondents came to the Center; most came once or twice a year or every other month.

Table 67
Frequency Of SNC Use
N=23*

FREQUENCY	NO.	%
Once or twice a year	11	48%
Every other month or so	11	48%
Once a month	0	0%
Two or three times a month	0	0%
Once a week or more	1	4%
Do not come to the Center	0	0%
Total	23	100%

*NR=1 %=4

Table 68 shows that all professionals who responded to the next item did refer clients to the Center.

Table 68
Professionals Referring Clients To Center
N=22*

REFER CLIENTS	NUMBER	PERCENT
YES	22	100%
NO	0%	0%
Total	22	100%

*NR=2 %=8

Over half of the professionals received information about the Center from other professionals, 41% from training presented by the Center and 30% from the Special Byte. As indicated Table 69, some received information from more than one source.

Table 69
Information Sources About SNC Services
N=23*

FREQUENCY	NO.	%
Friends or family	1	4%
Other Professionals	13	57%
Special Byte	7	30%
PSAs	1	4%
Sun Sounds	3	13%
Other libraries	0	0%
Training/presentations SNC	11	41%
Other	3	13%

*NR=1 %=4

In the final section of the questionnaire respondents were given the opportunity to make additional comments and/or suggestions. These comments appear in Appendix K. Once again those who responded spoke highly of the staff, technology, training and services provided by the staff. Suggestions included changing the name of the Center, acquiring more large print and braille materials, adding more technology and increasing space. The need to continue to stay current with the latest technology was once again emphasized.

Discussion: The data analysis revealed both commonality and diversity among patrons. For example, an important need for braille respondents, such as a braille production service, held little interest for the home bound. Balancing the diversity of needs is likely to be an on going challenge as the Special Needs Center continues to serve the information access needs of patrons who have disabilities. Perhaps the story these data told will help give direction to that challenge.

As in any research project, the data raised questions. The first question concerned response rates. Why did the largest response rate occur among the home bound who tended to use the fewest services, primarily the Large Print by Books Mail Program? Perhaps this was a function of their use of the mail to correspond with the Center. The gratitude the respondents expressed for the program also may have prompted responses. The large print format yielded the lowest rate of return when comparing response rate with in formats. What factors contributed to this and what might be done to increase responses?

As previously mentioned, some items were similar to those in the Phoenix Public Library Customer Service Survey. The use of services is an area in which comparisons could be made. In the Customer Service Survey the top five reasons for coming to the library were get help in finding information or materials (38.4%), use library resources for job (28.2%), read magazines or newspapers (25.5%), use library for school or course (24.72%), and use copier (18.4). Although patron use of the Center did not show the same five top items (use resources of the Center for personal enjoyment was number one) it is interesting to compare the percentages. In terms of getting help in finding information, 38% of the Center respondents used staff to help locate references; 28% used the assistive technology in the Center to read library materials; 24% used Center resources for school or course assignment; 38% used resources of the Center for job or business, and 18% used the Center's copy machine to enlarge print materials (nearly the same as the Customer Survey).

The professionals (70%) used SNC services primarily for their jobs, to assist their clients (65%) and for professional development (57%). It is interesting to note that job was the second highest use of the library by respondents to the Customer Services Survey and the third highest use among respondents to the patron survey. Using the copier rated among the top five uses in the Customer Services Survey while using the copier to

enlarge print in the Special Needs Center was among the sixth highest use in the professional survey.

One question which arose with respect to Center use had to do with "non-use" of technology serving the patrons with hearing impairments. Among the five items which none of the respondents used, four were related to hearing impairment or deafness adaptations. Perhaps this is related to the low percent (11%) of respondents who indicated a need for this type of accommodation. This then raises the question of patron response. Were patrons who do indeed use these services under represented in the survey responses? This is particularly puzzling when compared with the professional survey in which accommodations for deafness and hearing impairment was identified by 71% of the professionals as being a need for their clients. It should be pointed out here that deaf users do not seem to be easily identifiable to Center staff since they have needs through out the library. No attempt has been made to cultivate a list a patrons who are deaf.

In terms of accommodations needed to access resources of the library, the highest percent (68%) of patrons needed accommodations for blindness/visual impairment; the professionals (79%) also identified these accommodations as being of highest need for their clients. Among professionals the second highest need for clients was accommodation for deafness/hearing impairments; for patrons it was accommodations for home bound which was the least needed accommodation for professionals' clients. Both professionals and patrons had accommodations for mobility impairments as third; fourth among patrons was accommodation for deafness/hearing impairment, for professionals it was learning disability which was fifth for patrons. Thirty percent of the professionals indicated accommodations for mental disability as a need for their clients while no patrons had this need.

Another commonality occurred in items professionals and patrons would be interested in checking out. The top item was video tapes selected by 54% of the professionals and 53% of the patrons. In terms of what accommodations were needed to operate a computer, both professionals and patrons indicated the highest need was audio screen reading program (synthesized speech).

The data show some interesting commonalities among certain items and training. The top five patron training needs: (1) How to access ValleyCat (library computer catalog); (2) How to use electronic encyclopedia; (3) WordPerfect; (4) IBM computer operations and How to use ABLEDATA; (5) How to use Vocal Eyes (screen reading program for IBM). Of those patrons who could access services via computer and modem 100% were interested in accessing Valleycat and Electronic Encyclopedia while 75% expressed interest in ABLEDATA. In terms of accommodations patrons needed to operate a computer, the number one need was a screen reading program--Vocal Eyes is such a program and the fifth highest training need! One training item was related to increasing library research skills; 33% indicated an interest in this and in terms of services used, using staff to help locate

references in other sections of the library rated number 3. This could be another area for linking training to use.

The professionals also exhibited commonalities among desired computer services and training. The top three training needs were (1) how to use the electronic encyclopedia, (2) how to access ValleyCat the library's computer catalog, and (3) how to use ABLEDATA. Among those professionals who could access services via modem and computer the highest percent (88%) were interested in the electronic encyclopedia, next came ValleyCat (63%) while 50% were interested in accessing ABLEDATA. (It is interesting to note that while ValleyCat rated highly in access via computer/modem and training, it was among the two least used services. Perhaps meeting the training need would increase use.)

The importance of braille to the professions came through clearly in the survey. Using the computer workplace to produce braille materials was the fourth ranking use of the Center. In terms of hands on use it was first since the first three had to do with generalized use (for job, for clients, for professional development). In terms of what professionals were interested in checking out, braille books and magazines were second in interest and three of the top five "interests" were related to braille. Some discrepancy existed between what the professionals said they were interested in checking out and their use of the Center. Actually checking out braille books and magazines rated much lower (9th) than the expressed interest. Perhaps this could be attributed to the limited selections in this area. In terms of in which format clients preferred to read materials, braille rated second behind large print. Seventy one percent of the professionals would use a braille production service to produce braille materials for clients and an additional 13% might use such a service. Finally, how to use a braille translation program to produce braille via computer and embosser rated among the top five training needs.

Some comparisons may be made with the Customer Service Survey and the patron and professionals ranking of Center services. The highest rating in the Customer Service Survey was related to staff (staff friendliness 92% good or excellent). Although the patron and professional surveys did not contain an item for staff friendliness, one item related to staff (staff's knowledge of material, resources) received the highest rating (93% good or excellent by patrons and 100% good or excellent by professionals). It should also be noted that in the Customer Service Survey staff knowledge of collections received an 82% rating. Staff assistance in finding materials was an item on all surveys with the Customer Service Survey rating the item good or excellent by 85% of the respondents while 85% of SNC patron respondents rated it good or excellent and 100% of the professionals gave it a good or excellent. In the Customer Service Survey quality of materials was rated good or excellent by 84%. In the SNC survey two items were related to this area: one had to do with book collections and materials 54% of the patrons rated this good or excellent while 69% of professionals

gave such a rating; the second item dealt with quality of assistive technology with 84% of the patrons rating it good or excellent; 100% of the professionals thought it good or excellent. Availability of assistive technology was rated as good or excellent by 92% of both patrons and professionals. Hours Center/Library is open received a rating of excellent or good by 74% on the Customer Service Survey, 62% of the patrons and 71% of the professionals. Parking received a 39% good or excellent rating on the Customer Service Survey, a 35% by patrons and 43% by professionals. Workspace and privacy were two items which did not appear on the Customer Service Survey. Fifty five percent of the patrons rated workspace as good or excellent as did 52% of the professionals. Privacy received a good or excellent rating by 54% of both patrons and professionals. Accommodations for "my special need" received a good or excellent rating by 84% of the patrons and 61% of the professionals.

Responses to the open ended questions revealed a high degree of appreciation for the services and personnel of the Center. Patrons and professionals viewed the Center as being a leader in the field of assistive technology, a place to come, learn and keep up to date. There were similarities as well as differences with respect to specific responses. Four of the five themes which evolved were the same for both patrons and professionals with Staff being the most often mentioned by both groups, others were technology, materials and training. Professionals also mentioned a broad category of "resources" whereas patrons were more specific with "software for the computers". There were some similarities in suggestions for improving the Center. Both mentioned adding more technology and materials. Additionally, patrons wanted more of what they liked best--more software, training and staff while professionals suggested more outreach to those who cannot come to the Center and networking with libraries around the state.

Both professionals and patrons expressed a desire that the Center continue to be a leader. This quote from a patron response to the statement "I would improve the Special Needs Center by . . . ." reflects that desire.

"Additional equipment so you can keep up with technology, a fax machine-continue to keep abreast of new technology. We need to see it to know it exists."

The demographic section of the survey once again allowed some comparison with the Customer Service Survey. A higher percent of males (47.9%) made up the Customer Service Survey than in the SNC survey where only 32% of the patrons and 35% of the professionals were male. As in the SNC survey there was diversity among age groups and educational level. In general, the professionals tended to be younger and have a higher level of education than the patrons. The dominant ethnic group among both patrons and professionals was Caucasian.

Respondents to the Customer Service Survey tended to visit the library more often 83% visited at least once a month as opposed to only 7% of patron and none of professional respondents. Of the Customer Service Survey respondents, 37% visited at least once a week while 24% of patron and 4% of professional respondents did so. However, visitation should not be confused with use. Since the largest number of respondents to the patron questionnaire were home bound, visitations were not possible and the Center was serving these patrons through outreach. Likewise, many of the services the professionals used (such as having print materials brailled by the Center staff in the Computer Workplace) did not require coming to the Center.

Once again some questions emerged from the data. There were no black or African American respondents to the patron questionnaire and very few Asian, Native American or Hispanic or Latino respondents. Is this truly representative of those who use the services of the Center, or was this merely a matter of non response? If this is a true picture, does it reflect representation of ethnicity among participants in other programs designed to serve individuals with disabilities? A similar question could be raised with respect to the professionals. Among the respondents there were no black or African Americans, Native Americans, or Asians and only one Latino. Is this representative of the disabled community with whom the professionals work?

In the Customer Service Survey all ethnic groups were represented, however Caucasians were the most numerous (73.7%) followed by Hispanics (13.1%), African Americans (4.2%), Native Americans (3.9%), Asians (3.6%) and other (1.5%).

If one were to draw a composite characteristic of patrons who responded to the Special Needs Center Survey, the typical patron would be a retired Caucasian female in her 80's with a high school diploma who has been using the services of the Special Needs Center for two to five years but does not actually come to the Center. The influence of the home bound respondents is clearly evident here. Taking responses of all those except the home bound, the typical patron would have different characteristics: A caucasian female in her 40's with either a bachelor's or master's degree who works more than 35 hours a week, has been using the services of the Special Needs Center for two to five years, visits the Center once or twice a year and receives information about the Center from The Special Byte.

Drawing a composite of the professionals who responded to this survey, the typical professional would be a Caucasian female in her 40's who has a masters degree, has been using the Center either 2-5 years or over ten years, comes to the Center once or twice a year or every other month and receives information about the Center from other professionals.

One could not read the comment and suggestion sections without realizing how much the services of the Center have enriched the lives of those who use them. There seemed to be a sense of pride in having such a resource in this community. Both patrons and professionals expressed the hope that it would continue to be on the forefront of meeting information access needs of individuals with disabilities. Some of the more poignant statements follow:

"It has always been innovative and a model for other libraries."

"In the two states in which I have lived other than Arizona, there were no Special Needs Centers. This facility is a model program that disabled people in other states would and do envy. The staff's competence makes the equipment that much more enjoyable. In some other states equipment is in a room for demonstration purposes only, not for patron use."

"Of all the services, you helped me the most. You do an excellent job. I think it is important to keep abreast and information is critical. . . I hope our library will continue to lead in this area."

"I am living in an adult foster care home. I am unable to walk and use a wheel chair. I am on long term care and use Handicap service van for transportation. I receive the books I get from you through the mail. The service has been very good. Keep up the good work. Thank you very much."

"We are FORTUNATE to have a Center like this!"

Summary: An analysis of the needs assessment data plus review of literature regarding information access needs of individuals with disabilities enabled an Information Access Planning Guide (Appendix L) to be constructed. Its purpose was the same as that of the needs assessment--to assist the Special Needs Center with long range planning.

V. Summary, Conclusions and Recommendations

Summary: A needs assessment of individuals using the Phoenix Public Library's Special Needs Center was conducted to insure the Center continues meeting the changing needs of patrons and professionals. Needs assessment purposes were to: (1) assist with long range planning; (2) identify patron and professional needs; (3) document needs which can be used in preparing grant proposals and (4) identify additional arenas in which the Special Needs Center may be of service.

Staff Survey:

Staff of the Special Needs Center received questionnaires (Appendix A) containing four open ended questions concerning (1) improving existing services and resources over the next five years; (2) addition of new resources and services; (3) improving resources and services for patrons who are blind/visually impaired, deaf/hearing impaired, or who have physical disabilities, learning disabilities, or multiple disabilities; (4) description of the "ideal facility" and (5) suggestions for "doing my job better". Staff responses to the first questionnaire were compiled and returned to staff for priority ratings (Appendix B). Staff descriptions of the "ideal facility" did not contain a priority rating, but rather a listing of all suggestions, the majority of which consisted of more room and a better organized computer workplace. The top five priorities for the remaining items are summarized below:

Improving existing services and resources: (1) more video tapes on sign language; (2) educational videos on disabilities, more informational tapes on babies and children with disabilities; (3) more time for in service training to learn and stay current with software, equipment and resources; (4) more L. P. Books and more than one copy of the best sellers; (5) more DVS Videos.

Addition of new services and resources: (1) more formalized materials and tutorials to help users with equipment and software; (2) expansion of sign language materials; (3) expand books by mail program to include regular print for the home bound; (4) more training opportunities; (5) access to computer bulletin board system for people with all types of disabilities.

Improving information access for patrons who are blind or visually impaired: (1) more DVS Videos; (2) access to many more CD Rom products and databases; (3) large print and/or voice recognition to create text without using keyboard; (4) develop a method to download to disk files from any CD-ROM product in the library and produce LT or Braille hard copy document; (5) a "dedicated" talking version of the library catalog.

Improving information access for patrons who are deaf or hearing impaired: (1) assistive listening devices amplification, audio loop, wireless headphone system; (2) someone who knows sign language in library at all times; (3) FM system for auditorium or caption system; (4) city wide pay phone TDDS and amplified telephones, and more ASL videos on deafness; (5) computer programs to strengthen reading and writing skills, and more open captioned videos.

Improving information access for patrons who are physically impaired: (1) voice activated computer/ voice recognition software; (2) better parking; (3) accessible computer work area e.g. adjustable tables; (4) alternative key boards; (5) better computer access.

Improving information access for patrons with learning disabilities: (1) better understanding how we can be of assistance; (2) more educational software; (3) more how to videos, books or tapes; (4) computer assisted instructional programs; (5) second KPR so we could serve more LD patrons.

Improving information access for patrons with multiple disabilities: (1) voice activated computer;(2) additional services for people who are home bound; (3) larger keyboards, and something like a product called DARCI "computer control through joystick movement"; (4) more interesting computer games and educational software; (5) switches.

Helping staff do their jobs better: (1) PC for each staff member; (2) more time to spend with equipment and software; (3) check list for new patrons, and do more in depth research for patrons; (4) time to take sign language classes; (5) E mail for all staff.

Four "themes" emerged from the staff responses: (1) **training** including both staff and patron training; (2) **library wide**-what the entire library could do to address patrons' special needs; (3) **assistive technology** (both hardware and software), and (4) **materials** available in different formats as well as materials related to specific educational needs like tutorials.

Patron and Professional Surveys:

Patron and professional surveys (Appendices C & D) were developed to identify (1) services used, (2) accommodations needed to use library resources and computers, (3) what patrons and professionals were interested in checking out, (4) training needs, (5) ratings of services and staff, (6) what patrons and professionals liked best about the Center and ways in which the Center might be improved. Demographic data concerning patron and professional characteristics, length and frequency of Center use and visitation were also collected. One hundred nine usable patron surveys were mailed to Center patrons with the analysis of data based on 41 (38%) returns. Since questionnaires were

prepared according to format (regular print, large print, braille and home bound), data were analyzed for each group as well as for all responses.

Thirty seven professionals who provide services to individuals with disabilities received surveys. The analysis of data was based on 24 (65%) returns.

Services used: Twenty three of the 27 services listed were used by at least one patron. Most used the Center for personal enjoyment. Others frequently used were Large Print Books by Mail, using staff to locate references in other parts of the library, use resources of Center for job or business, check out large print books. Consistent with use of the Center for personal enjoyment, the most often mentioned use of the Special Byte, the Center Newsletter, was to read for enjoyment. Services not used by any respondent were related to services and adaptations for deafness or hearing impairment and the Toybrary.

All 27 services were used by at least one professional. Most used the Center for job, to assist clients, for professional development and Computer Workplace to produce braille materials. Others frequently mentioned were Computer Workplace to do word processing, reference materials available in the Center, copy machine to enlarge materials and staff to help locate materials in other sections of the library. The most frequently mentioned use of the Special Byte was to find out about the library's resources followed by finding out what's going on in the community.

Accommodations patrons needed to access library resources included accommodations for visual impairment and blindness (the most frequently mentioned), home bound, deafness/hearing impairment, mobility impairment and learning disabilities. Some patrons needed more than one accommodation. No patron indicated accommodations for mental disability.

Professionals indicated their clients needed accommodations for all disabilities, including mental disabilities, to access library resources. Like patrons, the most frequently mentioned was accommodations for visual impairment and blindness, next was hearing impairment and deafness.

Check out items: Video tapes received the most responses by patrons, followed by descriptive narration videos and books on audio cassette. All 11 options were selected by at least two respondents, and among braille respondents braille books, magazines and materials converted from print to braille received the largest number of responses. This is consistent with the question concerning the braille production service in which 100% of the braille respondents indicated an interest.

Video tapes also received the highest number of responses from professionals, followed by braille books and magazines, books on audio tape, information converted from print to braille and print/braille books for children.

Preferred reading format: All formats (large print, audio cassette, computer disk, synthesized speech, braille, regular print and articles via fax) were selected by at least three respondents. Similarly, professionals indicated their clients needed materials in all formats.

Library access via computer and modem: Thirty percent of the patrons and 25% of the professionals could access library services using a computer and modem. (These percentages were particularly interesting when compared to a recent study by The Software Publishers Association (Schwabach, 1994) which indicated 27% of American households have a personal computer.) All patrons and professionals who had a computer and modem were interested in accessing library services. All services listed were selected by some individuals. Of most interest were ValleyCat (on line catalog) and Electronic Encyclopedia, special needs bulletin board and on line medical references and magazine listings.

Braille production service was of interest to 71% of the professionals with an additional 13% saying "maybe". All patrons who responded to the braille questionnaire were interested. All types of materials were identified for brailling--job related, school related, personal correspondence, community information such as bus schedules and menus.

Adaptations needed to use a computer depended on the disability. All adaptations except specialized switches were needed by at least one patron. The majority (65%) needed an audio screen reading program. The majority of professionals (54%) also indicated their clients needed an audio screen reading program. However, all adaptations, including specialized switches, were needed by clients.

Training: All training options, except finger spelling by computer program, were selected by at least two patrons. Those receiving the highest level of interest were ValleyCat, Electronic Encyclopedia, WordPerfect, IBM computer operations and ABLEDATA.

All available training was of interest to at least one professional. Those receiving the most responses included Electronic Encyclopedia, ValleyCAt, ABLEDATA and IBM computer operations.

Ratings of the Center's services and staff: Staff knowledge of materials and resources received the highest rating (93% good or excellent) by patrons followed by availability of assistive technology (92% good or excellent), staff assistance (85% good/excellent), quality of assistive technology (84% good/excellent), special need accommodations (84% good/ excellent) and hours Center is open (62% good/excellent). Less favorable ratings (below 60% good/excellent) went to workspace, book collections and materials, privacy and parking.

Those items most highly rated by professionals were (1) quality of assistive technology (100% good or excellent), (2) staff's knowledge of materials and resources (100% good or excellent), and (3) staff assistance in finding materials or using assistive technology (100% good or excellent). These items were followed by availability of assistive technology (92% good or excellent), hours Center is open (71% good or excellent), book collections and materials (69% good or excellent) and accommodations for their special needs (61% good or excellent). Those receiving less favorable ratings (below 60%) were workspace, privacy and parking. It is interesting to note that many of these findings were similar to Altman's (1993) findings regarding Phoenix Public Library's customers.

Center strengths: What patrons liked best about the Center clustered into five themes: (1) **staff,** (2) **equipment/technology,** (3) **software,** (4) **materials** and (5) **training.** Similar themes emerged in the professional questionnaire: (1) **staff,** (2) **technology,** (3) **resources,** (4) **materials,** and (5) **training.**

The Center could help professionals by continuing to provide the services it has always provided, providing training to both professionals and clients, and responding to the informational needs of professionals.

Center improvements: Professionals thought the Center could be improved by outreach programs and networking with other libraries, continuing to stay current with assistive technology and adding to the book and materials collections. The professionals' suggestions for outreach and networking were in keeping with Ip's (1992) research on library services to older Pennsylvanians which emphasized the need for more outreach, and liaison with community groups.

Patrons desired more of what they like best and suggested the following: (1) add more and the most up to date equipment and technology, (2) expand the books and materials collections including the large print books and add regular print books to the Large Print Books by Mail Program, (3) additional training including group and one to one instruction, (4) increase software and (5) add more staff.

Comments from patrons indicated they viewed the Special Needs Center as a "model" for serving individuals with disabilities. There was a sense of ownership as reflected in terms like "our library", and patrons wanted "their library" and the Center to have the most up to date equipment. This would enable the Center to continue being a leader in the library access field. Professionals also viewed the Center as a model for library service to the disabled community and wanted the Center to increase its sphere of influence through outreach and networking.

Demographics: There were more than twice as many female as male patrons. Among professionals there were almost twice as many females as males. Both patrons and professionals tended to be well educated with over 50% of patrons having more then 12 years of schooling while the majority of professionals had masters degrees. Patron respondents, as a group, tended to be older with over 50% over 59 and 32% over 70. The oldest respondent was in the 90-91 category. These data were a reflection of the older population of the home bound group. The highest percentages of professionals were in the 40-49 age group. Caucasian was the dominant ethnic group among both patrons (77%) and professionals (96%). The highest percent (38%) of patrons were retired while all the professionals were working. The high percent of retired among patrons was, again, a reflection of the home bound responses. Among the regular print, large print and braille respondents the largest number were working. Again, there were areas of commonality with Altman (1993) in these demographic data especially with respect to education, and ethnicity.

Center use: Most of the patrons and professionals had used the services of the Center for 2-5 years or longer. Thirty five percent of the professionals had been using the Center for over ten years. Reflecting the influence of the home bound, the largest number of patron respondents did not actually come to the Center for service. Exempting the home bound, the largest number of patrons came to the Center once or twice a year while the second highest number used the Center frequently, once a week or more. Staff perceptions of patron visitations indicated "use" was project related. Intense use for the duration of a project and then slacking off until the next intense need arises. Patrons may also "graduate" from the Center--they come, learn to use the technology, like the technology and what they learn, and eventually buy their own equipment. Some patrons who used to come to the Center no longer come. When asked "why", 85% identified transportation problems.

Professionals visited the Center once or twice a year or every other month or so. Many of the services the professionals used, such as braille production, did not require actually coming to the Center. All professionals referred clients to the Center, and most professionals received information about the Center from other professionals, training conducted by the Center staff or through the Special Byte, the Center newsletter.

The flavor of the patron's and professional's final comments and suggestions can best be portrayed in their own words. The following quotes reflect the general feelings of the respondents.

"In the two states in which I have lived other than Arizona, there were no Special Needs Centers. This facility is a model program that disabled people in other states would and do envy. The staff's competence makes the equipment that much more enjoyable. In some other states equipment is in a room for demonstration purposes only, not for patron use."

"Continue with your services keeping up with high tech as you are essential in training students and teachers in the use of the technology. Teachers have rare opportunities to access information anywhere else. Students can either get training from your Center or from teachers. Either option involves primary training from YOU!"

"You folks are great! Keep up the super job!"

Finally, suggestions gleaned from the literature concerning information access for individuals with disabilities and data from the Special Needs Center needs assessment enabled an Information Access Planning Guide (Appendix L) to be developed for use in planning future development of the SNC.

Conclusions: Based on the analysis of data the following conclusions were reached:

1. Patron needs and uses of the Special Needs Center were diverse with the nature of disability determining both use and need.

2. The Special Needs Center's goal of providing resources and services to professionals who work with individuals who have disabilities and their families is being met. Professionals responding to this survey referred clients and their families to the Center. They used the resources of the Center to assist their clients and for their own professional development.

3. All services, except four, were used by patrons with the number one reason for use being personal enjoyment.

4. Professionals used all services of the Center with the highest use being job related.

5. Patrons were in need of accommodations for all disabilities except mental disability. Clients whom the professionals serve needed accommodations for all disabilities including mental disability.

6. All items available for check out were of interest to patrons and professionals.

7. A braille production service would serve the needs of all braille respondents and the majority of professionals.

8. All services which might be accessed by computer/ modem were of interest to patrons and professionals who had access to a computer with a modem.

9. A wide range of adaptations is needed by patrons and the professionals' clients to operate a computer. The specific accommodation(s) depended on the disability.

10. All training options except one were of interest to patrons and all training options were of interest to professionals. Linkages occurred among several items such as services available by computer and modem and the highest ranking training options.

11. Most of the items in which patrons expressed no interest had to do with adaptations for deafness or hearing (three of the four services in which no interest was expressed, and the one training option in which no interest was expressed).

12. Center staff, the assistive technology and accommodations for the patrons' special needs were highly rated by patrons. Staff, technology, materials , software and training were what patrons liked best about the Center. Among professionals the most highly rated items were staff and assistive technology. What they liked best was staff, technology, resources, materials and training.

13. There were many similarities between patron, professional, and staff suggestions for future improvements.

14. Improvements need to be made in workspace, privacy and parking.

15. In order to continue serving the needs of professionals the Center must remain on the cutting edge of information access.

16. To be on the cutting edge of information access, the Center needs to expand its books and materials collection, provide the most up to date equipment and technology, expand the training and add more staff.

17. At the present time the majority of the patrons and professionals served by the Center are female, Caucasians, with the highest need, (for both patrons and clients of professionals) for accessing library resources, being accommodations for blindness or visual impairment.

18. Transportation was the number one problem for patrons who stopped coming to the Center.

19. Outreach services which serve the information access needs of minority communities and those who cannot come to the Center are needed.

20. Net working with other professionals and libraries is important in order to expand information access through out the state.

21. With respect to questionnaire development, two conclusions were reached:

(a) Providing the opportunity to call in questionnaire responses enhanced response rates by patrons who received the questionnaires in braille.

(b) The survey served as an information source. Many respondents indicated they did not know so many services existed. Several patrons and professionals also indicated they did not receive the Special Byte, the Center newsletter, and were subsequently sent the Byte.

Recommendations: These recommendations are divided into two categories: (1) Recommendations for using the data; and (2) Specific recommendations based on the analysis of data.

Uses of the data:

1. For long range planning, data from the patron questionnaire be viewed both as a whole (that is total number of responses) and by individual formats. Given the diversity of respondents, it is important to recognize that although responses to certain items may be small in number, the need is terms of that particular disability is great.

2. "Themes" which emerged from the data, be used as one basis for integrated planning. For example, when planning for purchasing new equipment, training needs and training materials be considered as part of the "total" package. Since a "library wide" theme emerged from the staff questionnaires, when new equipment is purchased by the SNC, training might be expanded to include interested persons in other areas of the library.

3. In using these data to document needs for grant proposals, a variety of potential funding sources which deal either with disabilities or information access be identified and contacted.

4. "Themes" be considered for grant proposals. The training theme might be used in planning for a comprehensive patron training program. Such a plan could have potential as a model demonstration project and thereby qualify for external funding.

5. The time element, a priority which would help staff do their jobs better, could also be addressed through various types of funded or volunteer projects which bring additional human resources to the Center.

6. Staff suggestions for the "ideal facility" be taken into consideration when planning for the move to the new library.

7. Several questions were raised by this study. It is recommended that these questions form the basis for further research with respect to patron characteristics and library special needs services.

8. The Information Access Planning Guide (Appendix L) be used as one source for long range planning and decision making.

Specific recommendations:

1. The patrons' and professionals' desire that the Center be on the "cutting edge of technology" be heeded and long range plans developed for expanding and up grading the range of assistive technology.

2. Books and materials collections be expanded, particularly the large print book collection and braille materials.

3. Braille production be upgraded.

4. Explore possibility of including regular print books (for the home bound who do not need large print) in the Books By Mail Program.

5. Training opportunities be expanded and include both group and individualized instruction. It is further recommended that those training needs identified in these surveys form the basis for an organized on going Center training program.

6. The high quality of staff be maintained.

7. The high quality of service be maintained and staff added as necessary.

8. The following recommendations with respect to improving facilities may be met with the move to the new library:

(a) Expand the Computer Workplace to give adequate workspace to patrons.

(b) The Computer Workplace be arranged to ensure privacy for those patrons who desire it.

(c) Improve parking.

These final recommendations are in keeping with the needs assessment purpose of identifying additional arenas in which the Special Needs Center could be of service.

9. Plans be developed for providing additional outreach to minority communities, and those unable to come to the Special Needs Center including the home bound and those lacking transportation.

10. The following options for expanding net working with professionals and other libraries be explored.

a. A workshop on "Library information access through assistive technology" be sponsored by the Special Needs Center. This could provide an overview of the technology followed by hands on training for those desiring more in depth training.

b. Expand the circulation of the Special Byte to include professional groups and libraries not currently on the mailing list.

AFTERWORD

June 21, 1994

Clearly, this survey has helped us focus and prioritize our efforts this year and beyond. While not all of the suggestions can be implemented immediately, the move to the new Central Library will allow us to continue in these directions. Although responding to some of the needs will require more capital, many of the recommendations could be implemented without additional funds. In some instances the survey information reinforced staff perceptions and supported activities already underway. The following activities were targeted for the next year as we work towards implementing the study recommendations along with the move to the new Central Library. The list also serves as a progress report.

1. Prepare a report about the design of the new Computer Workplace that incorporates data from the survey. This will accompany the diagram in progress showing how the equipment is cabled and the various relationships. This should be completed by the end of July.

2. Before the move to the new library, the issue of a name change for the Special Needs Center needs to be thoroughly explored and a decision made. The possibility of a name change has been raised at a meeting of the Mayor's Commission on Disability Issues and several commissioners agreed to meet with Special Needs Staff. Commissioners indicated agreement with the comment from the survey that the term, "special is antiquated and paternalistic." We plan to ask for comments in the next issue of the Center's **Special Byte Newsletter** and will take those comments to the commissioners. The intent is to have a decision early in the fall in order to capitalize on the move to the new location.

3. Two grants have been submitted that would allow the Center to increase the assistive technology in areas that were identified. A 1995 LSCA grant would increase access to the library's computer based resources with a voice activated, hands free computer and a more efficient braille embosser. An Arizona Community Foundation Grant was written with a group of potential users for a Computer Assisted Notetaking or CAN System for citizens with hearing impairments. This would be an optimal year to receive these funds with the space available in the new library.

4. Offer training to users on the use of Valleycat with speech. No timetable has been established but we believe training could be implemented before the move.

5. Complete and implement the braille production policy. This has undergone several revisions and is nearly finalized. This should be complete by August 1, 1994.

6. Strengthen the Special Needs collections. Review the selections statements for both large print and Special Needs collections. Some of the identified needs have begun to be addressed with the addition of 16 descriptive narration videos and MURLS funds which made it possible to increase the sign language, hearing impairment and ADA materials.

7. The process of the survey meant that the mailing list for the **Special Byte Newsletter** was examined carefully and has been updated.

The value of a study like this goes beyond the purposes that were stated in the survey and the response to the identified needs. We learned a great deal about the process of this kind of study. At each step there were small surprises. For example, during the literature survey we were surprised that we couldn't find a model study or survey that could be adapted. Later, the best surprise was the richness of the data and that we could glean something new each time we took another look. We will consider the recommendations as we set new goals and complete long range planning. I believe Special Needs Center Staff know that their work is important. The survey underscored just how important the services of the Center are to our users and this was a renewing experience.

Cindi Holt
Supervisor,
Specail Needs Center

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APPENDIX A

STAFF COVER LETTER
AND
STAFF QUESTIONNAIRE #1

August 25, 1993

Dear ,

With the new library under construction and more emphasis being placed on library and materials access for disabled patrons, the time is right to do some long range planning for the Special Needs Center. Part of this process will involve a needs assessment. Thank you for sharing your suggestions with Wanda concerning information we need to obtain from users of the Special Needs Center. These suggestions are being used to develop a Patron Needs Assessment.

Because you and the other staff are involved in the daily operation of the Center we need your input concerning future directions for the SNC. Please complete the attached questionnaire and return it by September 4th.

Thank you for your assistance in this project.

Cindi

STAFF QUESTIONNAIRE

Your perceptions concerning the expansion and improvement of the Special Needs Center is a vital component of long range planning. This is your opportunity to "think big"! In responding to the following questions do not let your thinking be limited by finance; imagine there is an unlimited source of funding!

1. What would you do to improve the existing services and resources of the Special Needs Center over the next five years?

2. What new services and resources would you add?

3. What can be done to improve information access for the following patrons?

a. Patrons who are blind/visually impaired?

b. Patrons who are deaf/hearing impaired

c. Patrons with physical disabilities

d. Patrons with learning disabilities

e. Patrons with multiple disabilities

4. Describe your "ideal" physical arrangement of the computer workplace and other areas of the Special Needs Center.

Please use this space to make additional comments/suggestions concerning future growth of the Special Needs Center.

Thank you for taking time to share your ideas concerning the SNC's future.
Please return this form to Wanda Hole by September 4, 1993.

APPENDIX B

STAFF COVER LETTER
AND
STAFF QUESTIONNAIRE #2

September 15, 1993

Dear

Thank you so much for responding to the Staff Questionnaire concerning the expansion and improvement of the Special Needs Center. Your input is most valuable in carrying out the needs assessment project.

You may recall that in the first questionnaire, responses were not to be limited by "finances"! However, in reality, we all know that money is a factor. I have compiled the responses, consolidating similar items, and now would like for you to rate the items with "1" indicating the item which is most important, "2" second most important until all items listed under each question have been rated. Assuming that financial restraints may be a factor in future planning, these priority ratings can help determine which items to try and implement first.

I would appreciate it if I could have this questionnaire returned by September 24th.

Wanda

STAFF QUESTIONNAIRE 2

Please rate the items listed under each question from most important to least important. For example, under question 1, the item you believe to be most important would be rated 1, the second most important 2, until all items have been rated with the rating of 31 being least important. Please place your rating on the line before each item.

1. What would you do to improve the existing services and resources of the Special Needs Center over the next five years?

____1. Add more staff, someone on duty in computer room all hours it is available, another librarian to spend more time with selection and/or grant writing.

____2. More time for in service training for staff chances to learn and stay current with more software, equipment and resources

____3. More computers and equipment.

____4. Listening devices to be checked out for special needs or other needs of hearing impaired patrons. This includes hearing aids.

____5. I would obtain more V-Techs that could be circulated.

____6. Purchase all the DVS Videos on the market. The one we have is very popular, and there have been many requests for more.

____7. Expand the Large Print by Mail Program

____8. L. P. Books and more than one copy of the best sellers

____9. More video tapes on sign language.

____10. Educational videos on disabilities.

____11. More informational tapes on babies and children with disabilities.

____12. More toys!

____13. Extend Books by Mail program to all home bound persons regardless of vision. Books would be sent to fully sighted persons postage paid with a postal meter sticker for return postage.

____14. Our own Fax in work room.

____15. More about learning braille and techniques to help

someone become proficient in braille.

____16. Braille labels everywhere.

____17. Periodic awareness training for whole library staff.

____18. More staff.

____19. Computer/portable devices that provide speech and written output.

____20. Voice recognition software.

____21. Portable touch boards on computers (key guards).

____22. Single finger programs.

____23. One hand typing programs.

____24. Adaptive computer keyboards (expanded keyboards for those who need more room; miniature keyboards for those who need or mush have less space).

____25. Finger spelling sign language skill building software for IBM.

____26. Have identical keyboards on all IBM compatible computers.

____27. Add a voice synthesizer to the 286 computer.

____28. Repair or replace the TeleBraille equipment.

____29. Replace the typewriter at the desk with an IBM compatible computer with voice synthesizer and printer; this computer would be used to make appointments for the equipment, track statistics, check out toys, etc. plus give us a computer we can use while working at the desk.

____30. An enclosure for the printers and hard-copy braille output device to reduce the noise of printing and brailling.

____31. Several more ergonomic chairs.

2. What new services and resources would you add?

____1. More training opportunities and more formalized materials such as tutorials to help users with equipment and software.

____2. Expansion of sigh language materials.

____3. To keep periodicals (back issues only) on hand to be

checked out for patrons reviews and reading pleasure.

____4. Expand the books by mail program to include regular print for the home bound.

____5. Color monitors on all computers.

____6. Our very own fax machine.

____7. Have time and money to coordinate goods and services available to patrons with disabilities.

____8. Services: By mail services to home bound.

____9. Resources: Funding for postage and book bags for mailing.

____10. Latest model wheel chairs.

____11. More wheel chair carrels.

____12. Elevators that announce floors.

____13. More recorders to be used for listening to what ever is available like info that is available on disk likeABLEDATA for people who do not want to use the computer.

____14. Access to computer bulletin board system for people with all types of disabilities.

____15. Put out by Apple, on-line data base "Special Education Solutions" which describes hardware, software, ^T and publications.

3. What can be done to improve information access for the following patrons?

a. Patrons who are blind/visually impaired

____1. Provide better referral to alternative format for example be on-line with the State Talking Book Library and Recordings for the Blind, Utah's braille collection. If we had access to all of these we could give a better answer regarding whether a book is available in alternative formats.

____2. Interpoint braille printer/embosser.

____3. Access to many more CD Rom products and databases.

____4. A "dedicated" talking version of the library catalog.

____5. A choice of speech synthesizers and screen readers.

____6. A CCTV on every floor at the library.

____7. A call-in "readers registry" that would match readers for patrons e.g. a patron who lives alone & home bound could get mail read,etc. for times when technology isn't the answer.

____8. More braille books.

____9. Keep a special file: large print or brailled for patron review.

____10. More circulating V-Techs.

____11. Have a Braille Books section.

____12. More Braille Magazines

____13. Have a bigger section of talking book tapes

____14. Develop a method to download to disk files from any CD-ROM product in the library and produce LT or Braille hard copy document.

____15. More closed circuit televisions or projection magnifiers

____16. Handscaner

____17. Telephone audio output aids, talking phone directories

____18. Teletouch braille TDD

____19. DVS Videos--only one doesn't do it

____20. for all disabilities: computer software using sounds and color for reading (following directions) and writing programs using visual perceptions.

____21. Cognitive rehabilitation software.

____22. Large print and/or voice recognition to create text without using keyboard.

b. Patrons who are deaf/hearing impaired

____1. We have 2 staff who sign, but it would be ideal to have somewhere in the library someone who knows sign language at all times.

____2. Some assistive listening devices not sure which integrate a TDD into the telephone reference unit can't currently be done

due to the phone system city wide Pay phone TDDS and amplified telephones

___3. Special training on the computer to teach deaf about Valley CAT or how to get information from CLSI

____4. More VCR's for CC Videos

____5. Computer programs to strengthen reading and writing skills

____6. Programs about various things going on in the community with interpreters provided (Martin Luther King Day, Special Program About Indian Culture).

____7. Assistive listening devices (amplification, audio loop, wireless.

____8. Headphone system--infrared).

____9. For telephone: amplifier, large print display.

____10. More open captioned videos.

____11. Electronic: CAN (computer assisted notetaking).

____12. Real time captioning --what ever network programs are available.

____13. More ASL videos on deafness.

____14. FM system for auditorium (or caption system)

____15. FAX machine (if possible machine replace the TDD much more flexible.

c. Patrons with physical disabilities

____1. Better computer access.

____2. The ability to offer more options.

____3. Some alternative key boards.

____4. A voice activated computer.

____5. Need more than one accessible terminal in the lobby.

____6. Voice activated computer

____7. Use of switches.

____8. Using a scanning device.

____9. Computer switches requiring sipping, puffing, wrinkling of eyebrows whatever.

____10. Voce Recognition software

____11. Telephone-whatever device works instead of being required to hold phone.

____12. Better parking.

____13. Fax machine: questions in/info out.

____14. Computer bulletin board (good way to get info for Byte).

____15. Accessible computer work area e.g. adjustable tables voice activated computer input

d. Patrons with learning disabilities.

____1. A better understanding by all SNC staff of how we can be of assistance.

____2. Short announcement telling of the special equipment we have. If they can't see how do they know; if they can't read how can they know about reading programs or our basic books.

____3.More educational software.

____4. A second KPR so we could serve more LD patrons.

____5. Study carrels for quiet.

____6. Computer assisted instructional programs.

____7. More how to videos, books or tapes.

e. Patrons with multiple disabilities

____1. Services for people who are home bound we have large print books by mail but this doesn't cover all people who are home bound. We don't have a system to do this or guidelines so we negotiate each request and sometimes there isn't a way to easily get information or materials to them.

____2. More interesting computer games and educational software.

____3. Larger key boards.

____4. Voice activated computer.

____5. Switches.

____6. Computer switches.

____7. Something like a product called DARCI put out by Westest Engineer Corp. "computer control through joystick movement" models available for Apple IIe and IBM.

____8. Cause and effect program (Marblesoft for AP IIe).

____9. FAX.

____10. Bulletin boards.

4. Describe your "ideal" physical arrangement of the computer workplace and other areas of the Special Needs Center. (It is not necessary to rate these items.)

More space in the computer workplace A way for patrons to get a little more privacy or quiet work space
adjustable counters.
Quite enclosure for braille printer.
More room.
Divider between each computer for private letter typing and easier training for patrons.
One room for printer and brailler to print; it would lessen noise in the SNC.
Bigger, quieter, more privacy and space between work units.
More resources available in Center to find services for those in need.
Reading area just for SNC.
Space enough to put everything instead of just shoving items away--patrons not sitting on top of one another.
Flashing light on telephone.
LT out front.
Toys fairly secure in low traffic area.
Adjoining accessible restrooms.
Periodicals at far end of Center to cut down on noise.
Organized "runs" for wires, all outlets in center
Should have "filtered power" (orange outlets) so we would not need switch protector power strips.
Computer work stations located around the outside edge of the computer workplace, uncluttered space to move about the room.
Bookshelves, toybrary, photocopier, TDD, file cabinets,etc located beside and behind the reference desk.

5. What would help you to do your job better?

____1. A PC for each staff member. Could put schedules and other information on-line to staff.

____2. More time to spend with equipment and software.

____3. A check list for new patrons to be used by staff to make sure we are given pertinent information.

____4. More help or time with collection development==sometimes this ends up as a lower priority than it should be.

____5. Like to find time to take sign language classes so I could be fluent not just know little bits of sign language.

____6. Organize my time better to include everything I want to do in one day.

____7. More time.

____8. More people.

____9. It would be nice to be able to do more in depth research for patrons.

____10. Also be able to put out a really good newsletter.

____11. More hours in the day

____12. Computer with voice synthesizer located at the reference desk.

____13. One, two or three more L.T. Serial Direct order while while still maintaining same level of individual title ordering.

____14. E mail for all ANS staff.

Please use this space to make additional comments/suggestions concerning future growth of the Special Needs Center.
(You do not need to rate these comments.)
We need better display shelves for items on back shelf of windows. Patrons don't know what's there; maybe like a store display of glass shelves or out in front; rotate with books (on desk) to show display: We have special cassette, braille equipment, wheel chair exercise rope, etc.

Someday have comfortable chairs that would be used by our patrons not sleeping street people.

Seriously-I'd like to see us grow and involved in more outreach programs.

Connected with Toybrary: specialized computer software programs

for learning skills as well as playing games with whatever adaptations required.

Flashing fire alarms everywhere in library

Flashing light for ringing phone in workroom and ASN area

Accessibility; doorways, restroom door, stalls, sinks
passageway between tables, bookshelves
Height-telephones, light switches, some tables

More toys

More videos and cassettes re:disabilities.

APPENDIX C

PATRON COVER LETTERS AND PATRON QUESTIONNAIRE

Regular Print, Large Print and Braille Format

Date

Dear

The Special Needs Center at the Phoenix Public Library is looking ahead to the future and needs your help in determining ways in which the Center can be improved. The enclosed questionnaire is designed to gather information about (1) use of the Center's resources and services, (2) what your special needs are, (3) which of the Center's resources and services you might be interested in learning to use and (4) how the Center could be improved.

Your responses to this questionnaire are very important to us and will be used to assist with future planning and help in improving the resources and services of the Center. Your responses are strictly confidential, and you will not be identified in anyway in analyzing or reporting the data.

Please complete and return the questionnaire in the enclosed addressed and stamped envelope by October 27, 1993. If it would be more convenient for you, you may call the Center at (602) 261-8690 or TDD (602) 254-8205 and a staff member will record your responses. If you call, please do so by October 27, and give the staff member the number at the top of your questionnaire.

Thank you very much for your thoughts concerning the Special Needs Center. We always welcome your comments.

Sincerely,

Cindi Holt, Director
Special Needs Center

(Home Bound Copy)

Date

Dear

The Special Needs Center at the Phoenix Public Library is looking ahead to the future and needs your help in determining ways in which the Center can be improved. The enclosed questionnaire is designed to gather information about (1) use of the Center's resources and services, (2) what your special needs are, (3) which of the Center's resources and services you might be interested in learning to use and (4) how the Center could be improved.

Although some items may not apply to you, as a participant in the Large Print Books by mail your responses to this questionnaire are very important to us. The information you provide will be used to help improve the resources and services of the Center. Your responses are strictly confidential, and you will not be identified in anyway in analyzing or reporting the data.

Please complete and return the questionnaire in the enclosed addressed and stamped envelope by October 27, 1993. If it would be more convenient for you, you may call the Center at (602) 261-8690 or TDD (602) 254-8205 and a staff member will record your responses. If you call, please do so by October 27, and give the staff member the number at the top of your questionnaire.

Thank you very much for your thoughts concerning the Special Needs Center. We always welcome your comments.

Sincerely,

Cindi Holt, Director
Special Needs Center

PATRON SURVEY

The purpose of this questionnaire is to obtain information which the Special Needs Center at the Phoenix Public Library can use for future planning. Your responses to this questionnaire are very important and will help us to improve the services and resources of the Center. All responses are strictly confidential. Please return questionnaire by Oct. 27, 1993. (Note: Braille questionnaires asked patrons to respond to open ended questions in braille if they so desired.)

A. What services in the Special Needs Center do you use? (Please check all the items you use.)

____1. Check out regular print books available in the Center

____2. Check out braille books/magazines

____3. Check out large print books

____4. Participate in the Large Print Books by Mail Program

____5. Check out descriptive videos

____6. Use reference materials available in the Center

____7. Read magazines/newsletters available in the center

____8. Check out Visual Techs, CCTV (Closed Circuit T. V.) Print Enlarger

____9. Check out closed captioned decoder unit or VCR

____10. Check out closed captioned videocassette

____11. Check out special needs videocassette

____12. Watch closed captioned videocassette at the Center

____13. Use assistive technology such as Kurzweil Personal Reader or CCTV to read materials obtained from other areas of the library

____14. Use assistive technology such as Kurzweil Personal Reader or CCTV's to read school, business or personal materials

____15. Use computer workplace to do word processing

____16. Use computer workplace to produce braille materials

____17. Use computer workplace to access ValleyCat (the library's electronic on-line catalog)

____18. Use computer workplace to access ABLEDATA (a database of products related to various disabilities)

____19. Use computer workplace to access electronic encyclopedia

____20. Use Computer workplace to run sign language /fingerspelling programs

____21. Obtain talking book tape player

____22. Check out toys from the Toybrary

____23. Use staff to help locate references in other sections of the library.

____24. Use copy machine for enlarging print

____25. Use resources of the Center for my job or business

____26. Use resources of the Center for school or course assignments

____27. Use resources of the Center to help in my rehabilitation

____28. Use resources of the Center for personal enjoyment.

____29. I use the Special Byte (the Center newsletter) to: (check all items that apply)

____find out what's going on in the community
____learn more about the library's resources
____read for enjoyment
____contribute information/articles
____other please specify

B. What are your special needs or interests? (Under each question check all items in which you are interested or which would help you with your information needs.)

1. What type of accommodations do you need in order to use library resources?

____Accommodations for visual impairment or blindness.

____Accommodations for hearing impairment or deafness.

____Accommodations for mobility impairment.

____Accommodations for learning disability.

____Accommodations for mental disability.

____Accommodations for home bound.

____Other (please specify)

2. Which of the following would you be interested in checking out? (Check all that apply).

____Video tapes

____Video disks

____Compact disks

____Closed captioned videocassette

____Descriptive narration videos (DVS)

____Print/braille books for children

____Braille books and magazines

____Information converted from print to braille

____Books on audiocassettes

____Hand held magnifiers

____CCTVs/print enlargers

____Other (please specify)

3. In which format do you prefer to read materials and information?

____Regular print

____Large Print

____Articles via Fax

____Audio cassette

____Computer disk using synthesized speech

____Braille

4. Would you use a braille production service?

_____Yes ____No If yes what would you like to have brailled?

5. Do you have a computer and modem which enables you to access information from your home or work?

____Yes ____No

If yes, which of the following library services would you be interested in using? (Check all that apply).

____Electronic Catalog (ValleyCAT)

____Electronic Encyclopedia

____ABLEDATA

____Magazine (serial) listings

____Special Needs Computer Bulletin Board

____On-line medical references

____On-line business references

____On-line education references

6. Which of the following adaptations do you need in order to use a computer? (Check all that apply.)

_____Audio screen reading program (synthesized speech)

_____Print enlargement program

_____Voice activated computer access

_____Modified keyboard

_____Specialized switches

_____Braille display of material on computer screen (e.g. Navigator)

____Other please list

7. The Special Needs Center offers training in a variety of areas. Check all the items you would be interested in learning?

____How to operate the Kurzweil Personal Reader

____IBM computer operations

____Macintosh computer operations

____Apple IIe

____How to use Vocal Eyes (screen reading program for IBM)

____How to use Braille Edit Express/BEX (screen reading program for Apple IIe)

____How to use OutSpoken (screen reading program for Macintosh)

____How to use Zoomtext (Print enlarge program for IBM)

____How to use InLarge (Print enlarge program for Macintosh)

____WordPerfect word processing for IBM

____MicroSoft Works word processing for Macintosh

____MacWrite word processing for Macintosh

____How to access ValleyCat the Library's computer catalog

____How to use the electronic encyclopedia

____How to use ABLEDATA

____How to use a braille computer translation program to print computer text in braille (e.g. Hot Dots or Mega Dots)

____How to use the Telesensory Navigator braille screen reader

____Fingerspelling computer program

____How to read braille

____Increase library research skills

___Other (please specify)

C. Your Evaluation of the Special Needs Center: Your opinion concerning the services of the Special Needs Center is very important to us. Using the scale below, please check the number below the item which best describes your opinion.

0 = No opinion, I rarely if ever use it
1 = Poor, it needs considerable improvement
2 = Fair, it is adequate, but needs some improvement
3 = Good, it is quite satisfactory
4 = Excellent, a standard for others

1. Quality of book collections, materials

___0 ___1 ___2 __3 ___4

2. Quality of assistive technology

___0 ___1 ___2 ___3 ___4

3. Availability of assistive technology

___0 ___1 ___2 ___3 ___4

4. Staff's knowledge of materials and resources

___0 ___1 ___2 ___3 ___4

5. Staff assistance in finding materials or using assistive technology

___0 ___1 ___2 ___3 ___4

6. Workspace

__0 ___1 ___2 ___3 ___4

7. Privacy

___0 ___1 ___2 ___3 ___4

8. Hours Center is open

___0 ___1 ___2 ___3 ___4

9. Parking

___0 ___1 ___2 ___3 ___4

10. Accommodations provided for my special need

___0 ___1 ___2 ___3 ___4

Please complete the following sentences:

11. What I like best about the Special Needs Center is

_____

_____

_____

_____

_____

_____

_____

_____

12. I would improve the Special Needs Center by_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

D. General Information: Please place a check next to your answer

Sex: _____Female _____Male

Number of years of schooling:

___0 ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10

___11 ___12 ___13 ___14 ___15 ___16 ___17 ___18 ___19

___20

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Highest degree received: ___High school ___Associate ___Bachelor

___Master ___Education Specialist ___Doctorate

Age: ___10-19 ___20-29 ___30-39 ___40-49 ___50-59 ___60-69

___70-79 ___80-89 ___90-99 ___100-109 ___110+

Ethnic Background

____1. Asian ____2. Hispanic or Latino

____3. Black or African American ____4. Native American

____5. Caucasian _____6. Other Please indicate

How long have you been coming to the Special Needs Center?

___3-6 months ___7-12 months ___2-5 years ___6-10 years

___over 10 years ___have not been to Center

How often do you visit the Special Needs Center?

____once or twice a year ____once a month

____every other month or so ____two or three times a month

____once a week or more ____do not come to the Center

____Used to come but stopped coming (if you checked this blank please check the reason--check all that apply)

____have my own equipment

____no longer need Center's resources

____don't have time

____transportation problems

____other please specify

Please check all the items that apply to you:

____homemaker ____unemployed

____working more than 35 hours/week ____retired

____working less than 35 hours/week ____student

____other (please indicate)

How do you usually get information about the resources/services of the Special Needs Center?

____friends or family

____teacher, counselor or community agencies

____Special Byte (Center Newsletter)

____Public Service Announcements

____Sun Sounds

____Other libraries

____Other please specify

Please use the space below to make additional comments concerning the Special Needs Center and ways in which it might be improved.

Thank you very much for taking the time to fill out this questionnaire. Please return questionnaire by Oct. 27.

APPENDIX D

PROFESSIONAL COVER LETTER AND PROFESSIONAL QUESTIONNAIRE

Date

Dear

The Special Needs Center at the Phoenix Public Library is looking ahead to the future. As a professional who serves individuals with special needs you can provide valuable information concerning ways in which the Center can be improved. The enclosed questionnaire is designed to gather information about (1) use of the Center's resources and services, (2) what your clients special needs are with respect to information access, (3) which of the Center's resources and services you or your clients might be interested in learning to use and (4) how the Center could be improved.

Your responses to this questionnaire are very important to us and will be used to assist with future planning and improving the resources and services of the Center. Your responses are strictly confidential, and you will not be identified in anyway in analyzing or reporting the data.

Please complete and return the questionnaire in the enclosed addressed and stamped envelope by October 27, 1993. Thank you very much for your thoughts concerning the Special Needs Center. We always welcome your comments.

Sincerely,

Cindi Holt, Director
Special Needs Center

PROFESSIONAL SURVEY

The purpose of this questionnaire is to obtain information which the Special Needs Center at the Phoenix Public Library can use for future planning. Your responses to this questionnaire are very important and will help us to improve the services and resources of the Center. All responses are strictly confidential. Please return questionnaire by Oct. 27, 1993.

A. What services in the Special Needs Center do you use? (Please check all the items you use.)

____1. Check out regular print books available in the Center

____2. Check out braille books/magazines

____3. Check out large print books

____4. Participate in the Large Print Books by Mail Program

____5. Check out descriptive videos

____6. Use reference materials available in the Center

____7. Read magazines/newsletters available in the center

____8. Check out Visual Techs, CCTV (Closed Circuit T. V.) Print Enlarger

____9. Check out closed captioned decoder unit or VCR

____10. Check out closed captioned videocassette

____11. Check out special needs videocassette

____12. Watch closed captioned videocassette at the Center

____13. Use assistive technology such as Kurzweil Personal Reader or CCTV to read materials obtained from other areas of the library

____14. Use assistive technology such as Kurzweil Personal Reader or CCTV's to read school, business or personal materials

____15. Use computer workplace to do word processing

____16. Use computer workplace to produce braille materials

____17. Use computer workplace to access ValleyCat (the library's electronic on-line catalog)

____18. Use computer workplace to access ABLEDATA (a database of products related to various disabilities)

____19. Use computer workplace to access electronic encyclopedia

____20. Use Computer workplace to run sign language /fingerspelling programs

____21. Obtain talking book tape player

____22. Check out toys from the Toybrary

____23. Use staff to help locate references in other sections of the library.

____24. Use copy machine for enlarging print

____25. Use resources of the Center for my job or business

____26. Use resources of the Center to assist my clients.

____27. Use resources of the Center for my professional development.

____28. Use resources of the Center for personal enjoyment.

29. I use the Special Byte (the Center newsletter) to: (check all items that apply)

____find out what's going on in the community

____learn more about the library's resources

____read for enjoyment

____contribute information/articles

____other please specify

B. What are your clients special needs or interests? (Under each question check all items in which your clients might be interested or which would help with their information needs.)

1. What type of accommodations do your clients need in order to use library resources?

____Accommodations for visual impairment or blindness.

____Accommodations for hearing impairment or deafness.

____Accommodations for mobility impairment.

____Accommodations for learning disability.

____Accommodations for mental disability.

____Accommodations for home bound.

____Other (please specify)

2. Which of the following would you be interested in checking out? (Check all that apply).

____Video tapes

____Video disks

____Compact disks

____Closed captioned videocassette

____Descriptive narration videos (DVS)

____Print/braille books for children

____Braille books and magazines

____Information converted from print to braille

____Books on audiocassettes

____Hand held magnifiers

____CCTVs/print enlargers

____Other (please specify)

3. In which format do your clients prefer to read materials and information?

____Regular print

____Large Print

____Articles via Fax

____Audio cassette

____Computer disk using synthesized speech

____Braille

4. Would you use a braille production service?

____Yes ____No

If yes, what type of materials would you want to have brailled?

5. Which of the following adaptations do your clients need in order to use a computer? (Check all that apply.)

_____Not sure what clients need

_____Audio screen reading program (synthesized speech)

_____Print enlargement program

_____Voice activated computer access

_____Modified keyboard

_____Specialized switches

_____Braille display of material on computer screen (e.g. Navigator)

____Other please list

6. Do you have a computer and modem which enables you to access information from your home or work?

____Yes ____No

If yes, which of the following library services would you be interested in using? (Check all that apply).

____Electronic Catalog (ValleyCAT)

____Electronic Encyclopedia

____ABLEDATA

____Magazine (serial) listings

____Special Needs Computer Bulletin Board

____On-line medical references

____On-line business references

____On-line education references

7. The Special Needs Center offers training in a variety of areas. Which of the following would you be interested in learning? (Check all that apply.)

____How to operate the Kurzweil Personal Reader

____IBM computer operations

____Macintosh computer operations

____Apple IIe

____How to use Vocal Eyes (screen reading program for IBM)

____How to use Braille Edit Express/BEX (screen reading program for Apple IIe)

____How to use OutSpoken (screen reading program for Macintosh)

____How to use Zoomtext (Print enlarge program for IBM)

____How to use InLarge (Print enlarge program for Macintosh)

____WordPerfect word processing for IBM

____MicroSoft Works word processing for Macintosh

____MacWrite word processing for Macintosh

____How to access ValleyCat the Library's computer catalog

____How to use the electronic encyclopedia

____How to use ABLEDATA

____How to use a braille computer translation program to print computer text in braille (e.g. HotDots or MegaDots)

____How to use the Telesensory Navigator braille screen reader

____Fingerspelling computer program

____How to read braille

____Increase library research skills

___Other (please specify)

8. Would your clients be interested in any of the training the Center offers?

____Yes ____no ____Don't Know

If yes please identify any specific training in which you think they might be interested.

C. Your Evaluation of the Special Needs Center: Your opinion concerning the services of the Special Needs Center is very important to us. Using the scale below, please check the number below the item which best describes your opinion.

0 = No opinion, have no knowledge of the item
1 = Poor, it needs considerable improvement
2 = Fair, it is adequate, but needs some improvement
3 = Good, it is quite satisfactory
4 = Excellent, a standard for others

1. Quality of book collections, materials

___0 ___1 ___2 __3 ___4

2. Quality of assistive technology

__0 ___1 ___2 ___3 ___4

3. Availability of assistive technology

___0 ___1 ___2 ___3 ___4

4. Staff's knowledge of materials and resources

____0 ___1 ___2 ___3 ___4

5. Staff assistance in finding materials or using assistive technology

___0 ___1 ___2 ___3 ___4

6. Workspace

___0 ___1 ___2 ___3 ___4

7. Privacy

___0 ___1 ___2 ___3 ___4

8. Hours Center is open

___0 ___1 ___2 ___3 ___4

9. Parking

___0 ___1 ___2 ___3 ___4

10. Accommodations provided for my special need

___0 ___1 ___2 ___3 ___4

Please complete the following sentences:

11. What I like best about the Special Needs Center is

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

12. As a professional, the Special Needs Center could help me by

_____

_____

_____

_____

_____

_____

13. I would improve the Special Needs Center by_____

D. General Information: Please place a check next to your answer

Sex: _____Female _____Male

Highest degree received: ___High school ___Associate ___Bachelor ___Master ___Education Specialist ___Doctorate ___Other (Please specify)

Age: ___20-29 ___30-39 ___40-49 ___50-59 ___60-69 ___70-79 ___80-89 ___over 89

Ethnic Background

____1. Asian

____2. Black or African American

____3. Hispanic or Latino

____4. Native American

____5. Caucasian

_____6. Other Please indicate

How long have you been using the services of the Special Needs Center?

___3-6 months ___7-12 months ___2-5 years ___6-10 years

___over 10 years ___do not usee services

How often do you visit the Special Needs Center?

____once or twice a year

____every other month or so

____once a week or more

____once a month

____two or three times a month

____do not come to the Center

Do you refer clients to the Special Needs Center?

___Yes ___No

How do you usually get information about the resources and services of the Special Needs Center?

____Friends or family

____Other Professionals

____Special Byte (Center Newsletter)

____Public Service Announcements

____Sun Sounds

____Other libraries

____Training Sessions/presentations by Center Staff

____Other Please specify

Please use this space to make additional comments concerning the Special Needs Center and ways in which it might be improved.

Thank you very much for taking the time to fill out this questionnaire. Please return questionnaire by Oct. 27.

APPENDIX E

Patron Responses to Open Ended Question:

What I like best about the Special Needs Center is____

Question 11. What I like best about the Special Needs Center is Braille responses:
They were accommodating and available; support was available on request.

The staff is very helpful, tells me about new information, lets me know about changes within the library for example, the new computer system for ValleyCat. I also like the staff helping me when I am trying to learn about a new piece of equipment or software such as the Electronic Encyclopedia, and the Electronic Database with products and services.

The availability of wonderful equipment and reading material. I also admire the staff's knowledge and helpfulness.

All the stuff I get in braille; willingness of staff to take the time.

Willingness to help.

All the different kinds of computers and braille used. Machines, and all the braille and cassette materials including the Special Byte. I thank you.

A good place to refer clients and have access for other resources.

Able to use old KPR to study for Lic Practician's exam. Enjoy the Byte (call in).

Treat people like human beings. Provided needed service. (call in).

They were accommodating and available. Support was available on request (call in).

Large Print Responses:
Consideration and warmth as well as expertise of staff.

The professional, personable and friendly assistance from the staff. I have gotten special attention and I have been learning Word Perfect using tape and staff to master it.

Help with starting my own computer. Helpful personnel.

Staff

Help and cooperation of entire staff

People

It has everything I want.

The willingness to assist each individual in learning to use the equipment.

The really friendly staff including volunteers.

Braille/large print materials. The computers and printers.

Home Bound Responses:
Books I love to read.

Being able to get books by mail because I can't get to the library and I love to read. Also the people who work there are very nice and when I call, go out of their way to be friendly and very helpful!

I love to read and when it (large print book) comes in the mail it is wonderful. Thank you.

So far just fine.

I love the books I get. I love reading, and since my eyes are so bad the large print makes it possible to have the joy of reading, and since I can't get out much to have the books come to my mail box is a blessing. Thank you.

I have no knowledge of what it is like.

They mail my large print books and I mail them back.

It takes care of my special needs.

APPENDIX F

Patron Responses to Open Ended Question

I would improve the Special Needs center by_____

Question 12. I would improve the Special Needs Center by _____

Braille Responses:
Additional equipment so you can keep up with technology, a fax machine-continue to keep abreast of new technology. We need to see it to know it exists.

More descriptive videos on loan for patrons to check out, training on the use of Type 'N Speak, braille labels on some of the computer discs, and MacIntosh with OutSpoken which patrons can use which will not conflict with the Library's inventories and large print book reading program. I would also like to see braille labels on some of the computer discs so I could be able to know what disc is which I am checking out. I hope this will give you a better understanding of how I would like the Special Needs Center to be improved. If you have further questions, then you can reach me at 892-4344 or when I come to the Special Needs Center.

Having specific courses on the technology and word processing in either one to one or group classes, rather than by a person just studying the manuals--I think this would increase the Center's use by patrons tenfold.

David Lux of The Seeing Eye, Morristown, NJ. 07160 (201) 539-4425, set up a computer workplace there with a variety of screen reading programs and speech synthesizes that a novice could use. The SNC might be interested in his setup. It might also be interesting to add to the screen readers and/or word processing programs.

Decoder with braille output

Enlarge computer workplace. Each computer or reading machine in a separate booth.

Be more clear on what training sessions are as I thought I would be knowledgeable about KPR after one session. Please bind braille some way so it doesn't fall all over the floor (call in).

Opticon (call in).

LP Responses:

Enlarging the Center, having more workspace, more video and audio cassette tutorial programs, special classes or workshops to keep abreast of changing computer technology, access to all library references using a home computer, and network for professionals with disabilities.

Provide inservice related to telecommunications, information, etc. Knowledge and help with personal accounts on software.

My vision is that the Special Needs Center can become a demonstration headquarters for as many adaptive devices as possible so that perspective purchasers can make informed comparative choices which are now unavailable.

Adding more books to your large books section. Making large print visual machines available for check out or lease.

Providing more light and better cooling.

Bigger work place and four more staff and volunteers.

HB responses:

Adding books for normal print. I do not visit the Special Needs Center since I am home bound and do not drive. Books by mail is a special privilege I enjoy. I could also use regular print since my vision is corrected by glasses.

I think its great as is.

Providing more newer books and doing away with not letting the green dot books be available to people who have no way to get to the library.

I would like to be able to get books that I could study to get a GED.

APPENDIX G

Patrons Comments and Suggestions

Braille responses:
In the two states in which I have lived other than Arizona, there were no Special Needs Centers. This facility is a model program that disabled people in other states would and do envy. The staff's competence makes the equipment that much more enjoyable. In some other states equipment is in a room for demonstration purposes only, not for patron use.

Of all the services, you helped me the most. You do an excellent job. I think it is important to keep abreast and information is critical even if information is training or equipment. I hope our library will continue to lead in this area.

Before RSA would take me they sent me here. Hadley had a survey about integrating blind into the community -information about recreational activities in this community would be helpful.

Great Service to use; hopefully, I'll come back (this from a student in the 10-19 age group with 9 years of schooling.)

I covered all of that in the body of my other answers. I really appreciate the willingness of the staff to go out of their way to be helpful just like now. (This from a person who used TDD to record responses to questionnaire)

A little quieter workplace. Use of more earphones. More knowledge of how to use the new printers.

Additional staff might be added to work with new computer users.

Addition of an opticon.

LP Responses:
The Central library needs a computer/lab where many computers are available to include variety of types/technology. This lab may then accommodate the special needs computers and technology. Of course the Special Needs staff would be available to assist special needs patrons. The centralized lab would really boost library use and awareness of variety in technology and special needs resources. This is needed and is important because not every one can afford a computer and not everyone is a student at a community college or university. More usage would support feasibility to have special classes and workshops.

I want to thank you for sending me the survey. I hope I've helped some in improving your place. In the near future I might get a MAC Art and Writing program to use on your MAC. I'm not sure I can do that or not. But its one of the things I miss since college. Even a video animation drawing from pistole. I'm not sure if you buy or order it. I have an idea for a Black and White Blind Deaf talk about the world wide environmental and race problems called "Shadows of the Day".

Hone Bound
I'd be lost without it! I didn't realize that you have so many resources.

I've gotten so that I can't walk and have never been "footloose" enough to actually see any of the things listed which might be very much to my benefit. I am sure there is much there that I would appreciate access to. I'm 83, have poor eyesight and tho I had polio in Nov. 1915, did well until about 10 years ago. I was pretty much house bound while my WWII disabled husband was alive. We stayed pretty much to home to keep him well enough to do the daily round.

Thank you for asking I hope I can find a way to visit the Center. In fact I'd like to be able to visit monthly or so. I worked in the Cleveland Public Library until my husband was returned home (disabled in World War II). He was much better here so I am here since July 25, 1945. Husband died 11 years ago.

I am home bound so unable to use Center, and I'm not interested in computers. I would appreciate better reading material than I've been getting. Poorly written romance novels and murder stories, I can't waste time on. I love good well written historical novels (based on fact). Early English stories from King Arthur up peak my interest. I don't object to the romance novels if they are well written and higher level than Judith Krantz grinds out every other month.

I appreciate your kindness.

I am living in an adult foster care home. I am unable to walk and use a wheel chair. I am on long term care and use Handicap service van for transportation. I receive the books I get from you through the mail. The service has ben very good. Keep up the good work. Thank you very much.

APPENDIX H

Professionals Responses to Open Ended Question

What I like best about the Special Needs Center is

11. What I like best about the Special Needs Center is
It has always been innovative and a model for other libraries across the country. You should be congratulated for your efforts.

Good resource for clients needing special information. Additionally, one of the few places where closed caption decoders can be rented for the short term.

All the resources, the great, helpful and knowledgeable staff, the assistive technology.

The staff! Everyone is friendly, knowledgeable, and easy to work with. Whenever I've needed to use the Center it's been a positive experience.

The staff has always been very helpful especially when we have needed something special brailled.

Staff's knowledge of materials and resources and availability of assistive technology.

The availability of resources and technology for clients and the helpful assistance from the Special Needs Center.

Access to current information re: children with disabilities. The staff is very helpful. We encourage families to use this service.

Very user friendly staff

Staff who know sign language and are interested in and knowledgeable about deafness.

Technical expertise, training

The staff--friendly, helpful and always willing to spend time to help me or my students. I am impressed with your vertical files and the variety of newsletters you carry. Such a wealth of information is available there.

Staff very helpful

The friendly willingness of staff to assist in anyway possible. Their expertise is evident and readily accessible. Thanks, thanks, thanks!

The staff, my thanks to them for always being there. . . I know its part of the job: but never-the-less I still appreciate their services. I am always amazed and impressed with the talents, enthusiasm, thoroughness and empathy the SNC staff shows to my students and me.

Ability to refer clients for specific needs that can be provided to increase their skills, knowledge, etc. The ability to have them request time with specific equipment and request staff expertise makes this an effective service.

The staff--they are always helpful,informative and responsive to my needs. Special Kudos to Cay & Joe!

The variety of materials for all disability groups.

The personnel that work there and the good service and assistance they offer.

The availability of technology and the expertise of staff. The staff is fantastic with their willingness to assist students and teachers. We are FORTUNATE to have a Center like this. Training that is provided her is rarely available anywhere else in the immediate area. Along with being readily accessible, meeting demands of our schedules. Large print users as well as braille users benefit from this SNC. We are FORTUNATE!

APPENDIX I

Professionals Responses to Open Ended Question

As a professional the Special Needs Center could help me by __

12. As a professional, the Special Needs Center could help me by

Compiling statistical info on deafness. Otherwise a great service.

For resources a referral for consumers

Wonderful to have all this info in one place. It is really a great resource for the disabled community. Too bad some of the other cities are so far behind.

Continuing to be resource for materials.

Providing training to clients on different access devices and programs. Our agency does assessments, accommodations and installation but cannot provide training and the resources for training are very limited. We would be interested in information on what training you currently offer and what additional training you are considering offering.

I think you all have done a wonderful job in providing technology that enables a diverse population with special needs to access educational materials.

Providing training in technology and available resources for technology.

Continuing to do what it has been doing.

Continuing to provide tours for my high school and college students. It was very helpful.

Continuing to provide mail service and provide instruction to students and teachers in new technology. You are the primary access for us!

Not cutting back on services to the blind and visually impaired.

Being available for special information requests and for referrals for clients that we serve. Our agency has also utilized the Special Needs Center for having information brailled through their embosser equipment. Information and up coming events or training notices have been passed on to clients and staff.

Down loading reference material to schools and other sights.

Respondent said SNC has helped by providing training in use of BEX, Kurzweil Reader, VersaBraille, etc. In the past, we as a staff, have made arrangements with the SNC to spend time there to view current technology. This assists us then to determine needs. I feel this is of great benefit in making informed decisions.

APPENDIX J

Professionals Responses to Open Ended Question

I would improve the Special Needs Center by ____

13. I would improve the Special Needs Center by

Adding a CAN system; change the name. "Special" is antiquated and paternalistic

Making sections in more libraries throughout valley especially north Phoenix more outreach to minority communities.

Braille printing; Perhaps a quarterly mailing re: new texts, services,etc. Computer or phone based community calendar for disabled community. Computer is great but not accessible to low income individuals.

The Center is great, more people need to be made aware of your services.

Doing outreach programs to residents who live in other areas and have transportation difficulties

Networking with other libraries in Arizona to upgrade local services to those communities.

Adding more books! I know budget restrictions and constraints hamper this but it is all I can think of. A great book if you don't have it: **Voyage To The Island.**

Further adding, whenever possible, to the collection of library in both large print and braille. It is a real challenge keeping appropriate reading materials available to avid readers. It is wonderful that branch libraries now make some large print books more accessible. I haven't had a braille user the last 2 years - are braille books still kept at the SNC only? Your mail service puts books in the hands of students almost immediately which is helpful to meet needs as teachers don't always remember to give us lead time to get books.

Staying on the "cutting edge" of new technology for the blind and visually impaired. More outreach to professional groups that serve this population. i.e. AER, AITVI, NIB, ACB

Allocating more space and equipment. Obviously requires more funding and is beyond the control of the Center. It would be extremely beneficial if the Special Needs Center could develop a "workstattion" that would be available for recreational rehabilitation clients to develop skills and expertise with network systems etc. This may not be within the frame work of your mission and goals however I look at it more in terms of the needs of the Blind and Visually Impaired Community.

Acquiring more space especially for the computers.

Continuing to stay current and growing.

Informing us of the "new" technology that the SNC currently has (or when ever you add to it)_ along with some idea of what it is and who might benefit from it. My district provides services to a variety of students regarding degree of impairments and grade levels K-8.

APPENDIX K

Professionals Comments and Suggestions

Change name to Access Center or Disabilities Services

Continue with your services keeping up with high tech as you are essential in training students and teachers in the use of the technology. Teachers have rare opportunities to access information anywhere else. Students can either get training from your Center or from teachers. Either option involves primary training from YOU!

You folks are great! Keep up the super job!

Overall I believe that the service provided has been excellent. As will always be the case improvements to a program can always be accomplished. My observation has been that additional space could be utilized, and while the quality of equipment and staff expertise is good, quantity would only make the services available to more individuals.

You all do a good job.

I think, in the past, the center has arranged time and invited us to view new technology at various times with hands-on available etc. This is very helpful due to high technology and changes that take place so rapidly. There is always a need for more and more LP and Brl reading books, along with research materials. The concept of year around school will begin in WESD next year in one school where I currently serve a KDNG student. This is the first and only school in the district that will do this beginning in the second week of Aug '94. This might have an impact on using the SNC in the future as the concept begins to spread and be readily utilized.

APPENDIX L

Information Access Planning Guide

INFORMATION ACCESS PLANNING GUIDE

Items contained in this guide are based on components found in the literature concerning information access for individuals with disabilities and data from the Special Needs Center Staff, Patron and Professional Needs Assessments. The purpose of the guide is to assist the Special Needs Center with long range planning as it continues meeting the information access needs of persons with disabilities, their families and professionals who serve the disabled community.

Directions: Please check whether each item is adequate or needs improving. If improvement is needed, a time for improving the situation may be projected and comments made. If the item is not applicable that may be noted in the comment section.

ASSISTIVE TECHNOLOGY, DEVICES & SOFTWARE

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Voice Activated Computer Comments:			
Adapted Keyboards Comments:			
Keyguards Comments:			
Membrane Keyboard & Software Comments:			
Keyboard Modification Software Comments:			
Infrared Keyboard Control Comments:			
Ultrasonic Keyboard Control Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Braille Keytops Comments:			
Touch Screen Comments:			
Adapted Switches Comments:			
Joystick Comments:			
Mouse Entry Comments:			
One Hand Typing Program Comments:			
Computer Screen Reading Program Comments:			
Voice Synthesizers Comments:			
Refreshable Braille Display of Computer Screen Comments:			
Large Computer Monitors for Magnification Comments:			
Magnification Lenses in Front of Regular Monitors Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Printers with large print capabilities Comments:			
Ability to Modify Color of Screen Display Comments:			
Computers for Staff Use Comments:			
Computer & Modem to Communicate with Text Telephone Comments:			
Computerized Transcription for Deaf/Hearing Impaired Comments:			
TTY/TDD's Comments:			
Braille Text Telephone Comments:			
Flashing Lights on Telephones Comments:			
Electronic Amplification System Comments:			
Captioning Systems Open Captioning Closed Captioning Real time Captioning Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Assistive Listening Devices Comments:			
Communication Boards Comments:			
Computer/portable Devices Producing Voice & Text Output Comments:			
Wheel Chair Carrels Comments:			
Closed Circuit TV's (CCTV) Comments:			
CCTV with Motorized Viewing Stand Comments:			
Split Screen Enlargement Devices Comments:			
Hand Held Magnifiers Comments:			
Print Enlargement Software Comments:			
Microfiche Machines that Enlarge Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Reading Stands Comments:			
Reading & Writing Guides Comments:			
Optical Character Recognition System Comments:			
Hand Held Scanner Comments:			
Opticon Comments:			
Braille Embosser Comments:			
Interpoint Braille Embosser Comments:			
Braille Transcription Software Comments:			
Tvs VCRS Comments:			
Tape Recorders Comments:			
NLS Talking Books Players Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Talking Phone Directories Comments:			
Fax Machine Comments:			
Copier to Enlarge Print Comments:			
Morris Code System Comments:			
Electronic Mail Comments:			
Real Time Spell Check & Thesaurus Comments:			
On-line Spell Check & Thesaurus Comments:			
On-line Grammar Checker Comments:			
Computer Bulletin Boards Comments:			
"Smart" Word Processing (Abbreviation Expansion) Comments:			
Computer games Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Educational Software Comments:			
Computer Programs to Strengthen Reading & Writing Skills Comments:			
Computer Program to Assist in Development or Re-Development of Language Skills Comments:			
Sign Language Tutorials Comments:			
On-line Access to Card Catalog with Speech Output Comments:			
Electronic Encyclopedia Comments:			
On-line Periodical Lists Comments:			
On-line Business References Comments:			
On-line Medical References Comments:			
On-line Educational References Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
On-line Disabilities References Comments:			
Access to NLS Braille Holdings in MARC Format Comments			
Capacity to Convert "E" Text to Braille Comments:			
On-line Access to State Talking Books & Recording for the Blind Comments:			
On-line Access to Utah's NLS Braille Collections Comments:			
Computer or Phone Community Calendar Comments:			
Educational Videos of Children & Babies with Disabilities Comments			
Other Technology, Devices, Software			

MATERIALS & COLLECTIONS

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Disability Collections in alternative formats (Regular print, large print, audiocassette, braille, films) Comments:			
Disabilities Directories Comments:			
Recreational Reading Materials Related to All Types of Disabilities Comments:			
Signed Books Comments:			
Captioned Films Comments:			
Closed Captioned Videos Comments:			
Descriptive Videos Comments:			
Large Print Books Comments:			
Large Print Magazines Comments:			
Large Print Newspapers Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Audiocassette Books Comments:			
Audiocassette Periodicals Comments:			
Braille Books Comments:			
Braille Periodicals Comments:			
Braille Newspapers Comments:			
Print/Braille Books Comments:			
Directories of Services & Agencies Serving Persons with Disabilities Comments:			
Disabilities Statistical Information Comments:			
Bibliotherapeutic Materials Comments:			
Other Materials			

TRAINING

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Overall Plan for Training Comments:			
Methods For Determining Disabilities & Methods By Which Information May Be Accessed Comments:			
Training Environment Comments:			
Training Materials In A Variety Of Formats Comments:			
Training Formats Individualized Computerized Group Comments:			
"Hands On Practice" Early in Training Comments:			
Training Evaluation Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Training In:			
Assistive Technology Comments:			
Use of Software Comments:			
Library use/research skills Comments:			
Disability Awareness Comments:			
Training For: Patrons Comments:			
Professionals: Comments:			
SNC Staff Comments:			
Library Staff Comments:			
Other Training Considerations			

SPECIAL PROGRAMS

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Signed Story Telling Comments:			
Puppet Theater Comments:			
Books by Mail Comments:			
Access to: Local History Archival Genealogical Programs/ Information Comments:			
Bibliotherapy Programs Comments:			
Networking With Other Libraries Comments:			
Networking With Community Groups Serving the Disabled Comments:			
Outreach to Minority Communities Comments:			
Outreach to Home bound Comments:			

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Use of Volunteers to Serve Home bound Comments:			
Call-in Reader Registry For Home bound Comments:			
Braille Production Service Comments:			
Assisting Patrons With Research Comments:			
Toybrary Comments:			
Other Special Programs			

OTHER

ITEM	ADEQUATE	NEEDS IMPROVING	PROJECTED TIME
Staff Who Know Sign Language Comments:			
Staff Who Know Braille Comments:			
Space in Computer Workplace Comments:			
Privacy in Computer Workplace Comments:			
Barrier Free Library Comments:			
Parking Comments:			
Other Items			